



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

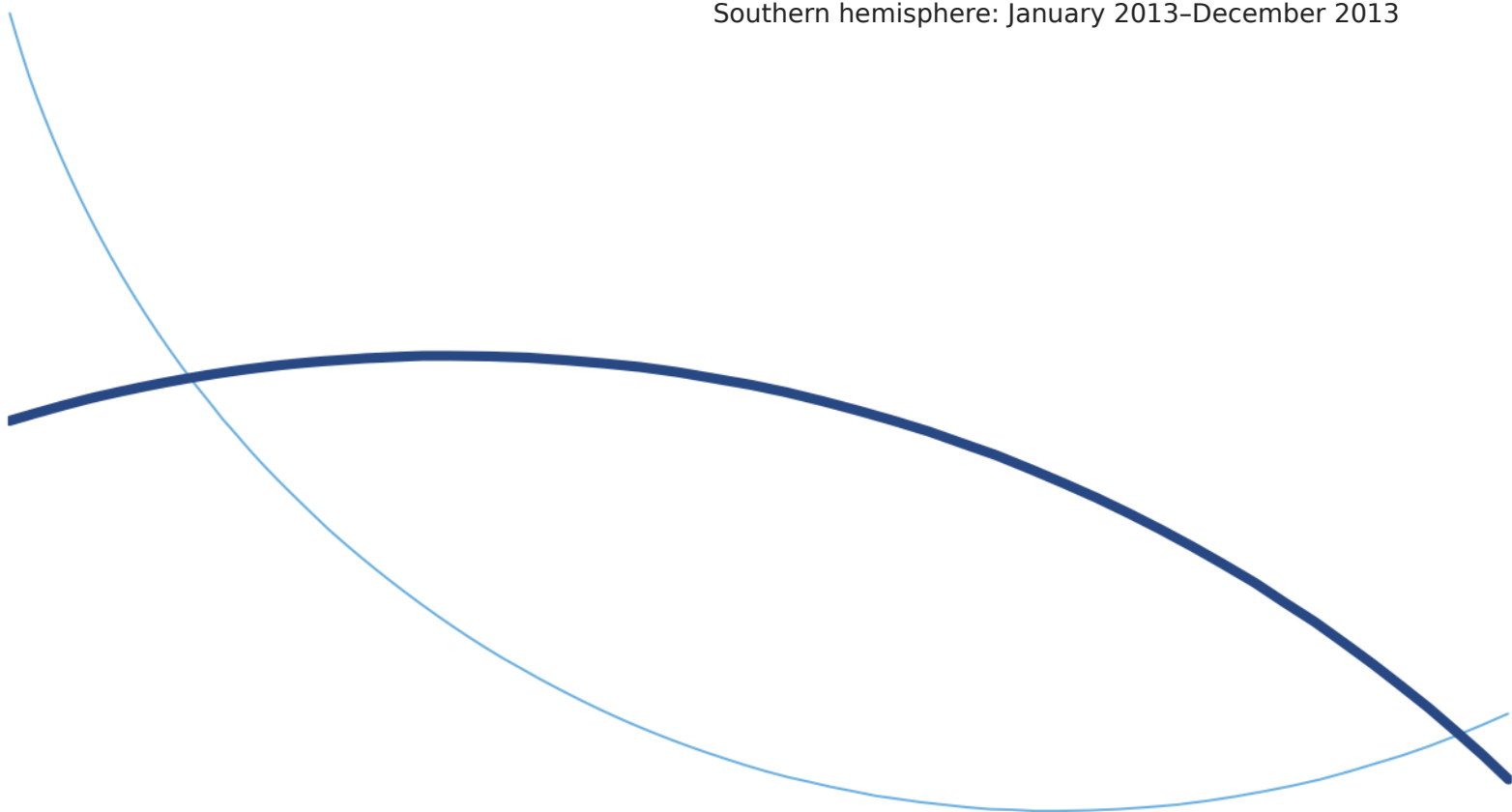
Middle Years Programme

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# Coordinator's handbook 2012–2013

Northern hemisphere: September 2012–August 2013

Southern hemisphere: January 2013–December 2013



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## Overview

This 2012/2013 MYP *Coordinator's handbook* contains all the important information about the Middle Years Programme (MYP) procedures and deadlines that coordinators, heads of schools and teachers will need during the 2012–2013 academic year for schools that begin their school year in August/September, and the 2013 academic year for schools that begin their school year in January/February. We ask MYP coordinators to ensure that information contained in this handbook is passed on to other appropriate individuals within the school community and used to provide exact and adequate information about the MYP to students and parents.

While much of the information contained in this guide is not limited to this particular school year, updated versions are published electronically every year. In addition, information on new developments in the programme is posted on the online curriculum centre (OCC—<http://occ.ibo.org>) in the MYP *Coordinator's notes* twice a year (in May and November).

Coordinators must ensure that a copy of the MYP *Coordinator's notes* is given to their principal.

Paragraphs that have been added or updated this year are marked with a blue line for the convenience of MYP coordinators. Where this line covers the whole section, it indicates that the **whole** section is new or updated.

Please note that the forms referred to in this issue of the MYP *Coordinator's handbook* are the latest version. It is the responsibility of the MYP coordinator to ensure that these are the ones being sent to the International Baccalaureate (IB) assessment centre in Cardiff. The forms included in this edition of the MYP *Coordinator's handbook* are available in both PDF and Microsoft Word® formats.

Any comments or suggestions that you may have for improving this handbook will be most welcome, and should be addressed to [myp.curriculum@ibo.org](mailto:myp.curriculum@ibo.org).

Please use the links in the table below or on the left of the screen to navigate around the handbook. All forms can be accessed via the link to the left of the screen.

This edition of the handbook has been produced in both PDF and HTML format. Please note that links are only active in the HTML version. Forms and publications that are accessible via links in the HTML version of the handbook are available, where possible, in the appendices of the PDF version.

Section A	Introduction
Section B	IB governance
Section C	Curriculum development
Section D	General information
Section E	Authorization and programme evaluation
Section F	Assessment
Section G	Registration
Section H	MYP fees
Section I	Frequently asked questions

## A1 The MYP and the IB continuum

### A1.1 The MYP and other programmes of the IB

For over four decades the International Baccalaureate (IB) has offered its Diploma Programme (DP), an internationally recognized curriculum and assessment for students aged 16–19, in the two years preceding university entrance. The International Baccalaureate Career-related Certificate (IBCC) is a new IB programme offered from 2012. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and a distinctive IBCC core. The MYP, offered by the IB since 1994, is designed for students in the 11–16 age range. The Primary Years Programme (PYP), offered by the IB since 1997, is for children aged 3–12 years. This overlap allows schools some flexibility in choosing, in consultation with their regional office, the age of transition from the PYP to the MYP.

Although the four IB programmes have their own unique characteristics, the educational philosophy is consistent across all of the programmes. All four place strong emphasis on the ideals of international understanding and responsible citizenship. As the PYP and MYP can be considered an excellent preparation for the DP, schools are encouraged to consider offering the full continuum of IB programmes.

The *Programme standards and practices* is the foundational document for schools and the IB to ensure quality and fidelity in the implementation of its programmes. It provides a set of criteria against which both the IB World School and the IB can measure success in the implementation of the four programmes: the PYP, the MYP, the DP and the IBCC.

For the PYP, MYP and DP schools may opt to offer one, or any combination, of the three programmes. However, to offer the IBCC a school must be authorised for the DP. If schools choose to offer consecutive IB programmes, the programmes must be continuous, with students moving from one programme to the next without any gap years.

In cases where schools offer more than one programme, IB offices will deal with each programme as a separate entity. Correspondence and documents from the IB will be sent to the relevant programme coordinator in the school. Fees will be invoiced separately.

## A2 The role of the MYP coordinator

The MYP, by its very nature and driving principles, requires whole-school discussions of basic pedagogical issues and concerted efforts in the development of interdisciplinary activities and projects within and across traditional departments (horizontal articulation) and grade levels/years (vertical articulation).

All MYP schools must appoint a coordinator, who is normally recruited from the MYP teaching staff. The coordinator should have proven teaching ability and be able to act as a pedagogical leader of the MYP in the school.

Together with the senior management of the school, the MYP coordinator is involved in the whole-school implementation of the MYP and, therefore, has a central function in the organization of the programme. The MYP coordinator maintains contact with area leaders,

subject departments and teachers, and with the IB. All IB correspondence regarding the MYP is addressed to this coordinator.

The duties performed by MYP coordinators will vary depending on the number of students, the general management structure and the type of school. In particular, MYP coordinators **must**:

- keep up to date with and **inform** all staff of developments and new publications
- set up systems for communication with the entire professional staff to ensure cooperation in implementing the programme in the school
- be able to communicate with the IB offices in English, French or Spanish
- circulate to teachers and students **all** relevant information received from the IB
- ensure that all regulations set by the IB concerning the programme and all procedures are adhered to properly, and that all deadlines are met
- oversee the implementation of the areas of interaction (approaches to learning, community and service, health and social education, environments, human ingenuity) according to MYP guidelines
- oversee the implementation of the published subject-specific assessment criteria
- ensure that the concepts of international awareness and international-mindedness permeate all subjects groups
- provide teachers and students with guidance concerning the personal project
- maintain accurate school information via the IB information system (IBIS)
- ensure that the document entitled *General regulations: Middle Years Programme* is distributed to parents.

The IB recommends that:

- coordinators involve a team (implementation team or MYP steering committee) in both long-term and short-term planning within the school
- sufficient release time be provided for coordinators to carry out their responsibilities
- coordinators be allocated appropriate office space, equipment and secretarial help
- newly appointed and inexperienced coordinators attend MYP category 1 or 2 workshops (see section D6 for further information on professional development).

*MYP: From principles into practice* (2008) provides further guidance on the role of the MYP coordinator.

### A2.1 Correspondence with schools

Correspondence and documentation sent to schools will be addressed to the MYP coordinator identified by the school. For schools implementing the MYP in partnership, each partner school will be registered as an IB World School in its own right. The MYP coordinator for the partnership will be regarded as MYP coordinator for all partner schools and will receive correspondence and documentation for them.

Full curriculum materials are provided in the working languages of the IB (English, French and Spanish). Subject group guides are also provided in the MYP level 3 access languages (currently Chinese and Arabic). All materials are made available to all schools via the OCC (<http://occ.ibo.org>). Correspondence will be sent in the language of communication specified on IBIS by the school (English, French or Spanish).

## A2.2 School information

The IB requires all IB World Schools offering the MYP to maintain accurate school-specific information and address details, and to update these whenever changes take place. This process must be done via IBIS (see section I2 for further information on how to update information via IBIS).

Many fields, notably a school's legal name, cannot be changed on IBIS. If a school wants to change any details in these fields, please inform the appropriate IB office helpdesk and the change, once confirmed, will be made.

The IB will use these details to update information regarding schools in any administrative systems, complete the schools directory, and send the necessary number of achievement folders for MYP students in the final year of the programme (see section D3.1.3 for further information on how to request achievement folders via IBIS).

## A2.3 Updating session information

Coordinators must have completed all the session information, via IBIS, by **1 April 2012** for the **December 2012 session**, by **1 October 2012** for the **June 2013 session** and by **1 April 2013** for the **December 2013 session**.

To complete information, go to **School> Additional details** and select **SESSION** from the drop-down menu. A new window will open; select **Edit** and a screen will then be displayed for you to enter session information. Select **Continue** once you have entered **all** necessary information.

# A3 IB information system

## A3.1 IBIS school codes

The school code allocated to schools must be used in all correspondence with the IB and whenever using IBIS. A school that offers the MYP and/or the PYP in addition to the DP will need to use only the code for the DP (prefixed with two zeros). A school that offers the MYP and/or the PYP will have a single school code.

## A3.2 Use of IBIS by MYP coordinators

IBIS is a collection of services available to MYP coordinators. The system uses a secure, password-protected web server to provide a fast and efficient way of working with the IB. IBIS is a free service to schools offering the MYP.

The IB expects IB World School MYP coordinators to use IBIS to complete the procedures described in this handbook, including maintenance of accurate school information details; registration of subjects for moderation; registration of MYP students; registration for monitoring of assessment; completion of forms; criterion levels totals entry; and receipt of results and statistics.

Each time a new IB World School MYP coordinator is appointed, the school **either** must amend his or her details on IBIS by going to **School>Contact information** and selecting the role from the drop-down menu (see section I2 for further information on how to amend details on IBIS) **or** must send a fax signed by the principal or head of school, addressed to the IBIS administration team at the IB assessment centre in Cardiff (Fax: +44 (29) 2054 7778). Upon receipt of this updated information, an email will be sent to the new coordinator containing a link to the new account creation system.

IBIS is also available to IB contacts of schools interested in implementing the programme and coordinators of candidate-status schools. However, the only service available for these schools is the registration of workshop participants. The school will need to contact its regional office if there is a change of IB contact or coordinator at a school interested in implementing the programme or a candidate-status school.

The MYP department is available to provide information and support on any aspect of using IBIS. Coordinators can contact the MYP department at [ibid@ibo.org](mailto:ibid@ibo.org). Please refer to section B for full contact details. Any IBIS account queries should be emailed to [ibid@ibo.org](mailto:ibid@ibo.org).

Please refer to section I2 for further information on how to access IBIS.

### **A3.3 Use of IB Answers by MYP coordinators**

Members of the IB community can find answers to their frequently asked questions (FAQs) by searching this online knowledge base. Coordinators and administrative assistants in authorized schools and those teachers who have also been set up with an IBIS account are able to access content that is otherwise restricted (for example, information that cannot be accessed by students and/or parents).

A user ID for IB Answers and a password have been created for all IBIS users. For instructions on how to discover your unique username and password and begin accessing the support pages, please use the following link:

<http://ibanswers.ibo.org/>

IB Answers is available to provide information and support on any aspect of using IBIS. Coordinators can contact IB Answers via email at [ibid@ibo.org](mailto:ibid@ibo.org) or by submitting a question on our website (<http://ibanswers.ibo.org/>).

To request information or help, please email [ibid@ibo.org](mailto:ibid@ibo.org) with your name and school code. IBIS account queries or problems should also be directed to [ibid@ibo.org](mailto:ibid@ibo.org).

## A4 Rules and policy for use of IB intellectual property

The IB document *Rules and policy for use of IB intellectual property* can be found at <http://www.ibo.org/copyright/>. This document explains the logos and materials that can be used by schools and the rules that must be followed when doing so. It is the responsibility of the MYP coordinator and the school's senior management team to ensure that the rules are being obeyed. Please ensure that you and the teachers in your school are familiar with this document.

With regards to IB trademarks, authorized schools may use the IB World School logo on their website and materials and may describe themselves as being “an IB World School”. However schools may not incorporate in their name the words “International Baccalaureate”, “IB” or “World School” alone or in combination. The IB World School logo must always be used exactly as it is downloaded and must not be altered in any way or incorporated into other images.

The IB allows **IB World Schools** and **candidate schools** to copy, in whole or in part, guides, other materials found on the OCC and official MYP documentation for use within their school community.

Schools are required to notify the IB if they want to translate IB documents from the OCC or the IB public website into non-IB languages. Translation of the non-fee covered materials for sale through the IB store is prohibited. Any local translation of IB documents for internal use within a school must be clearly labelled as such.

## A5 IB store and third-party publications

The IB publishes a variety of resources for schools, teachers and students. These are made up of essential core materials plus additional, supplementary resources that complement the IB programmes, mission and values. The core materials, “programme publications”, are available to candidate schools and IB World Schools to download from the OCC as part of their fee and are also available on the IB store website. The supplementary resources are available to buy online at the IB store (<http://store.ibo.org>).

The IB store offers:

- communication documents—a range of literature designed to provide information about and promote the IB programmes offered by your school
- programme publications—core materials to support the teaching of IB programmes
- supplementary publications—additional resources published by the IB to support students, teachers and administrators of the IB programmes
- reference materials—a variety of publications by IB-affiliated authors
- professional development books and e-books
- partner publications—developed in collaboration with external partners, for example, Oxford University Press
- gift items—a range of clothing, bags, stationery, lapel pins and presentation gifts, including an environmentally friendly range of products, for all IB stakeholders



- a quarterly IB store e-newsletter to keep up-to-date about new publications and developments
- an opportunity to sign up to receive an email alert when a specific publication becomes available—see the “New publication alert” page
- the IB store news blog (<http://blogs.ibo.org/ibstore/>)—a place to read news and reviews, find information about authors, complete surveys to aid new publication development, post comments and more
- volume discounts—these are available on many publications
- downloads—sample pages and promotional leaflets
- a schools’ jobs service, which allows IB World Schools to advertise their vacant positions to a global audience
- *IB World* magazine—information about how to subscribe.

With so many products and publications on the market to support the IB programmes, it can be difficult to distinguish those that are approved or endorsed by the IB itself. To help you make an informed choice, please take note of the following categories.

### **1. IB materials**

Only materials produced exclusively by the IB itself should display the IB corporate logo or the name “International Baccalaureate”, both of which are registered trademarks. The IB does not give permission for its name or corporate logo to appear on any products other than those produced by the IB.

Examples of IB materials are:

- IB publications available from the online curriculum centre (OCC) or the IB store
- IB merchandise available from the IB store.

### **2. IB materials produced under licence**

The IB produces some materials in cooperation with other publishers or suppliers. The IB endorses such products and has been involved in their development. These publications are allowed to use the IB “In cooperation with” logo to show that they are endorsed by the IB.

Examples of IB-endorsed publications are:

- *IB World Schools Yearbook*, published by John Catt
- *Global Issues 1* MYP workbook, published by Oxford University Press
- *Global Issues 2* MYP workbook, published by Oxford University Press
- *Global Issues 3* MYP workbook, published by Oxford University Press
- *Global Issues 4* MYP workbook, published by Oxford University Press
- *Global Issues 5* MYP workbook, published by Oxford University Press.

### **3. Other products for IB programmes**

Several publishers and suppliers independently produce materials for IB programmes. While it is reasonable for them to show that their product is intended for the IB market, the product should not feature any IB logo or trademark. Ideally, such products should say that they are intended “for use with” the relevant IB programme.

If you have any queries concerning any materials, products or services offered by the IB, please contact the sales and marketing department at [sales@ibo.org](mailto:sales@ibo.org).

## A5.1 MYP materials

The IB publishes a variety of official MYP documentation and materials for IB World Schools. These publications are offered in the languages of the MYP. Please refer to section D4.1 for further information on IB languages of communication and documentation. Publications and materials are published electronically and made available on the OCC as part of the annual fee. These include:

- current subject group and personal project guides
- current teacher support materials
- *MYP Coordinator's handbook* (updated version posted annually on the OCC in August)
- *MYP: From principles into practice*.

Alternatively, IB World Schools can purchase hard copies and CD-ROM versions from the IB store on the IB public website (<http://www.ibo.org>). To access the IB store, go to **IB store** or type <http://store.ibo.org> in the address bar.

The *MYP Coordinator's notes* are also posted on the OCC twice a year in May and November. Full curriculum materials are provided in the languages of the IB (English, French and Spanish). Subject group guides are also provided in the MYP level 3 access languages (currently Chinese and Arabic). All materials are made available on the OCC (<http://occ.ibo.org>), please select **Middle Years Programme** from the OCC home page and choose the appropriate subject from the drop-down menu. A link to a list of most recent MYP documents uploaded to the OCC can also be accessed from any MYP subject page. General documentation relating to the MYP is also available on the OCC.

The variety of supplementary resources from IB Publishing (not covered by annual fees), developed with the MYP academic team and MYP teachers, include:

- MYP starter packs—a collection of essential documents for new schools
- *MYP Interact*—a workbook for entry-level students (2008), now also available in French
- *MYP Assess*—a workbook for students in years 2 and 3 of the MYP (April 2010) also available in French (from January 2013)
- *MYP Inquire*—a workbook for students in years 1 and 2 of the MYP (May 2012)
- *IB skills: A practical guide to ATL (student and teacher editions)* (September 2012)
- areas of interaction posters (2009)
- design cycle poster (March 2010)
- inquiry posters (October 2010)
- *MYP Taskbank: Sciences* on CD-ROM (April 2010)
- *MYP Taskbank: Mathematics* on CD-ROM (January 2011)
- *MYP Taskbank: Language A* on CD-ROM (January 2011)
- *MYP Taskbank: Language B* on CD-ROM (January 2012)

Also available is the new *MYP Taskbanks Online*, a subscription-based, online range of resources:

- *MYP: Taskbank Online: Humanities* (January 2012)
- *MYP: Taskbank Online: English B* (January 2012)
- *MYP: Taskbank Online: French B* (January 2012)
- *MYP: Taskbank Online: Spanish B* (January 2012).

For information about copyright restrictions on all formats of these materials, please refer to the document entitled *Rules and policy for use of IB intellectual property* (see section A4).

## **A5.2 IB World magazine**

*IB World* magazine is the official magazine of the IB, published three times a year in English and Spanish. It has a circulation of approximately 30,000 in English and 5,000 in Spanish. Copies are sent to all IB World Schools. Feature articles are also available on the IB public website (<http://www.ibo.org/ibworld>) in English, French and Spanish.

The magazine is aimed at the entire IB community, with articles that are accessible to all IB stakeholders. Each issue highlights a particular theme, but teachers and students, as well as other interested parties, are invited to submit articles covering all areas of international education to the editor at [editor@ibo.org](mailto:editor@ibo.org) who will review them and decide which are the most suitable for the magazine.

## **A5.3 Contacting the IB store**

If you require further information on any of the services outlined above or would simply like to make a suggestion about future products, please contact the sales and marketing department at [sales@ibo.org](mailto:sales@ibo.org).

# **A6 The IB public website**

The public website (<http://www.ibo.org>) is aimed at a broad range of IB stakeholders, including IB World Schools, prospective schools, parents and students, universities, governments, supporters, researchers and the media. Features of the site include:

- user-friendly navigation with drop-down menus
- detailed information about the three IB programmes and the IB in general
- a useful school search facility with a page for every school
- a powerful site search engine, an A-Z index and the most widely used features given prominence from the home page
- an online store with shopping cart facilities and online credit card clearance at <http://store.ibo.org>
- dedicated pages for each stakeholder group with links to the information most likely to help them
- a calendar of worldwide face-to-face and online workshops and conferences with links to online registration
- a schools' jobs service where coordinators may advertise teaching posts at their school
- password-protected areas for universities, governments and heads of schools.

## **A6.1 IB HeadNet**

IB HeadNet (<https://www.ibo.org/heads/headnet/>) is a password-protected section of the IB public website, available to heads of IB World Schools only. It contains a range of information, such as official documents, minutes of meetings, conference papers, electoral papers and membership lists. IB HeadNet allows for only one password to be allocated to each school. If

the school head wishes a principal to have access to IB HeadNet, the school head can issue their login details to the principal.

Coordinators can access the HeadNet account creation option on IBIS by selecting the **School** tab followed by **HeadNet account management**.

## A7 The online curriculum centre

The online curriculum centre (OCC) (<http://occ.ibo.org>) is available to all IB World Schools. Upon successful completion of the *MYP Application for candidacy*, this service is also made available to candidate schools that are implementing the programme in preparation for authorization. The OCC provides support for teachers and administrators implementing and developing the programme.

The OCC is a password-protected website and allows teachers and administrators to:

- view and download selected IB publications (including subject group guides, the *MYP Coordinator's notes*, moderation reports and so on)
- view and download teacher support materials
- share useful teaching resources with other IB teachers
- communicate with other IB teachers on relevant issues in the discussion forums
- participate in the consultation process of current curriculum reviews through online questionnaires
- contact online subject specialists (online faculty members) to answer curriculum and assessment queries
- read the latest news from the IB
- receive email notifications of messages posted to the discussion forums.

MYP coordinators in IB World Schools have an important role to play in providing access to the OCC for teachers in their schools. For details, please contact [occ@ibo.org](mailto:occ@ibo.org). MYP coordinators in candidate schools can obtain usernames and passwords for their teachers by emailing a list of teachers' names to [occ@ibo.org](mailto:occ@ibo.org). MYP coordinators must issue usernames and passwords to teachers in confidence and ensure that any old accounts are deleted on a regular basis.

If coordinators have any queries relating to the OCC, including difficulty accessing it or introducing colleagues to it, they should email [occ@ibo.org](mailto:occ@ibo.org).

Coordinators should remind all users that they must have a valid email address in their OCC profile.

## A8 The IB workshop resource centre

The IB workshop resource centre (WRC) is currently a sub-section of the OCC website (<http://occ.ibo.org/>) that is available to all IB-approved workshop leaders upon successful completion of a workshop leader training session run by one of the IB regional offices.

In order to gain access to the WRC website, a workshop leader can use an existing OCC user account or can be granted a new account for their role as an IB workshop leader if they are not based in an IB World School. Any existing OCC user account will need to be profiled for workshop leader status before users can access the WRC section. This can be requested by emailing [wrc@ibo.org](mailto:wrc@ibo.org).

If a workshop leader already has an OCC account please include the school code and username of the account in the email along with the subject group that workshop access is required for.

The WRC provides support and resources for workshop leaders when preparing for IB-approved workshops. The WRC is a password-protected, restricted-access website that allows workshop leaders to:

- view and download selected IB publications and workshop resources suitable for use in IB workshops
- access examples of student work in the three working languages of the IB
- create a workshop participant workbook online for electronic storage and submission to the appropriate IB office
- read the latest workshop leader news and information.

For feedback or questions about the WRC website, or to report any problems or errors, workshop leaders can email the WRC team ([wrc@ibo.org](mailto:wrc@ibo.org)). When contacting the WRC team with any WRC website problems, or when requesting access to the website, it is helpful for users to supply any existing OCC account details and details about their area of expertise. Screenshots and any error message details are also helpful when trying to solve any problems that users may be experiencing with the website.

## B1 IB offices

Information about IB foundation office, IB assessment centre and IB global centres is to be found in this section.

### B1.1 IB foundation office

IB foundation office	
Mr Jeffrey R Beard Director General	Organisation du Baccalauréat International Route des Morillons 15 Grand-Saconnex, Geneva CH-1218 Switzerland Phone: +41 22 309 2540 Fax: +41 22 791 0277 Email: <a href="mailto:ibhq@ibo.org">ibhq@ibo.org</a>

### B1.2 IB assessment centre

The IB assessment centre is based in Cardiff, United Kingdom, and comprises the assessment function of the organization.

The work of the assessment function includes the design of assessment systems, production and administration of examination papers, checking of examination script marking and supporting programme coordinators worldwide. The moderation and monitoring of MYP assessment is also managed.

IB assessment centre	
Ms Carolyn Adams Chief Assessment Officer	International Baccalaureate Organization Peterson House Malthouse Avenue Cardiff Gate Cardiff, Wales GB CF23 8GL United Kingdom General inquiries: Phone: + 44 29 2054 7777 Fax: + 44 29 2054 7778 Email: <a href="mailto:ibca@ibo.org">ibca@ibo.org</a> For general questions please email: <a href="mailto:ibid@ibo.org">ibid@ibo.org</a> For feedback related to programme development, please email <a href="mailto:myp.curriculum@ibo.org">myp.curriculum@ibo.org</a>

### **B1.3 IB global centres**

There are three global centres. Each centre contains a regional office, which covers Africa, Europe and the Middle East (IBAEM), the Americas (IBA) and Asia-Pacific (IBAP).

The services that a regional office provides are grouped under the following activities: authorization and evaluation processes of IB World Schools, professional development of teachers and administrators for IB World Schools, recognition of the IB programmes by universities and national authorities, and promotion.

The regional office also endeavours to anticipate and meet the future needs of our IB World Schools and advocates for the needs of IB schools within the IB.

#### **For prospective IB schools**

- Introductory workshops
- Consultation, advice and materials on the process of application and authorization
- Teacher-training workshops
- Professional development
- Arrangement of authorization visits

#### **For IB World Schools**

- Teacher-training programmes
- Regional conferences
- Evaluations of a school's IB programmes
- Consultation on student assessment procedures
- Anticipation of and meeting the future needs of our IB World Schools and advocates for the needs of IB schools within the IB

#### **For universities**

- The philosophy, structure and requirements of the DP
- The content and requirements of DP courses
- Any requested information on the MYP

#### **For governments**

- Advice on how to integrate IB programmes into state educational systems
- Consultation regarding recognition of the IB diploma

There are also a number of subregional offices that work in collaboration with the respective regional offices.

**Note:**

IB World Schools are asked to keep in contact with their IB office, and to inform it of any changes within the school structure that may affect the implementation of the IB Programme. The IB office will advise the school on the necessary course of action and, if required, organize a school visit.

The IB global centres located in each of the regions also organize in-school workshops and professional development workshops. It is the school's responsibility to keep teachers updated on programme developments through attendance at workshops. A timetable for IB workshops can be viewed on the IB public website (<http://www.ibo.org>) by going to **News and events>Workshops and conferences**, or by contacting your IB office for further information.

IB global centres	
<b>IB Africa/Europe/Middle East</b> Mr Adrian Kearney Regional Director	IB Africa, Europe, Middle East Global Centre Churchillplein 6 2517 JW The Hague The Netherlands Phone: + 31 70 352 60 00 Fax: + 31 70 352 60 03 Email: <a href="mailto:ibaem@ibo.org">ibaem@ibo.org</a> Web: <a href="http://www.ibo.org/ibaem/">http://www.ibo.org/ibaem/</a> MYP inquiries: Email: <a href="mailto:mypibaem@ibo.org">mypibaem@ibo.org</a>
<b>IB Americas</b> Mr Drew Deutsch Regional Director	IB Global Centre, Bethesda 7501 Wisconsin Avenue Suite 200 West Bethesda, Maryland 20814 USA Phone: +1 301 202 3000 Fax: +1 301 202 3003 Email: <a href="mailto:iba@ibo.org">iba@ibo.org</a> Skype: IBAmericas Web: <a href="http://www.ibo.org/iba/">http://www.ibo.org/iba/</a> IB Buenos Aires San Vladimiro 3056-2do.piso San Isidro B1642GMB Provincia de Buenos Aires Argentina Phone: +54 11 4766 3900 Fax: +54 11 4766 3900 Email: <a href="mailto:buenosaires@ibo.org">buenosaires@ibo.org</a>



<b>IB Asia-Pacific</b> Mr Ian Chambers Regional Director	IB Asia-Pacific Global Centre #21-01 Parkview Square Singapore 188778 Republic of Singapore Phone: +65 6 776 0249 Fax: +65 6 776 4369 Email: <a href="mailto:ibap@ibo.org">ibap@ibo.org</a> Web: <a href="http://www.ibo.org/ibap/">http://www.ibo.org/ibap/</a>
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The IB global centre based in The Hague also comprises the academic function of the organization.

The academic function incorporates the programme development division, responsible for the continued development and articulation of the four programmes offered by the IB.

IB global centre, The Hague	
Ms Judith Fabian Chief Academic Officer Ms Helen Barrett Head of Primary Years Programme Development Mr Malcolm Nicolson Head of Middle Years Programme Development To be announced Head of Diploma Programme Development Mr Chris Mannix Head of IB Career-related Certificate Ms Christine Amiss Head of Continuum Development	International Baccalaureate Organization Churchillplein 6 2517 JW The Hague The Netherlands Email: <a href="mailto:ibid@ibo.org">ibid@ibo.org</a>

## B2 MYP committee

The MYP committee forms part of the IB management advisory structure. It allows for IB World School representation and is advisory in function.

### B2.1 Terms of reference for the Middle Years Programme committee

#### B2.1.1 Purpose

The purpose of the MYP committee is to strengthen the work of the heads of the programme (Head of Programme Development, Head of Global School Services, and Head of Global Professional Development) by supporting them, by providing differing perspectives and by providing advice, aiming to develop the MYP in accordance with the IB mission, following IB principles and policies.

By sharing its knowledge, experience and expertise related to education in general and to the MYP in particular, the committee will strengthen the capacity of the IB to keep the MYP at the forefront of international education.

### **B2.1.2 Function**

The main function of the MYP committee is to provide advice to the heads of the programme on the following areas:

1. Strategic thinking and planning of the development of the MYP
2. Programme development issues: curriculum and assessment processes
3. Processes related to the authorization and evaluation of the programme
4. Issues that have an impact on the MYP's effective implementation in schools
5. IB initiatives to support the schools in the implementation of the programme, such as professional development.

Recommendations from this committee are presented to the Chief Academic Officer, Director of Assessment, Director of Global School Services and Director of Professional Development, who then escalate them to the senior leadership team and to the schools division leadership team as appropriate.

### **B2.1.3 Membership and responsibilities**

The Middle Years Programme committee is a management advisory committee and is responsible to the:

- Chief Academic Officer
- Director of Assessment
- Director of School Services
- Director of Professional Development

The membership of the Middle Years Programme committee is as follows:

1. Chair (head or principal of an IB World School offering the MYP)
2. Three school representatives, one from each of the IB regions, bringing the experience of a variety of IB World Schools (they can be heads or coordinators)
3. The Head of Global Professional Development MYP
4. The Head of Global School Services MYP
5. The Head of Programme Development MYP
6. The three MYP regional school services managers

The following will attend the meetings as and when needed:

- Chief Academic Officer
- Director of Assessment
- Head of Continuum Development
- Director of School Services
- Director of Professional Development
- Other members of staff

External advisers (no more than two) may be invited to meetings, at the discretion of the heads of the programme.

#### **B2.1.4 Appointment of school representatives and chair**

The Chair, unlike the school representatives, is appointed by the Director of Global School Services, the Chief Academic Director and the Director of Global Professional Development, upon recommendation by the heads of the programme following consultation with relevant IB offices. The Chair will be a head of an IB World School or principal of the appropriate division of the school. The appointment is communicated by the Director General to the Chair of the heads council.

The appointment of the Chair will rotate among the three IB regions. During the last year of the incumbent Chair's term, a new Chair will be appointed and invited to the meeting.

The MYP global leadership team will invite applications from heads of schools or principals through their regular regional newsletters and the regional pages of the IB's public website. The committee's secretary will send a reminder to the regional office immediately following the Chair's penultimate meeting.

The school representatives are invited by the heads of the programme following consultation with the regional offices and the Chair.

The MYP global leadership team will request applications from interested heads or principals of schools and/or programme coordinators recommended by their heads of school through the different global communications channels and through the relevant IB office, ensuring the diversity in the committee.

#### **B2.1.5 Terms of office**

The period of the Chair is three calendar years, renewable for one year upon mutual agreement.

In order to allow as large a number of school representatives to contribute to the committee as possible, the period of tenure for the school representatives is two calendar years, renewable for one year upon mutual agreement, and they will not be eligible to become Chair of the committee after they have served as school representatives.

#### **B2.1.6 Meetings**

The MYP committee will usually meet face-to-face once per year, for two days.

The organization and management of the committees will rotate annually through the four heads of the programme, and the venue of the face-to-face meeting will be one of the three IB global offices, as they determine.

The regional programme managers will meet with the heads of the programme for one day before the committee meetings.

Because of the advisory nature of the committee, formal votes will rarely be required. To clarify the level of support for a recommendation, an idea or a perspective, members may call for a straw vote in the form of a show of hands or written notes. The heads of the programme may also poll members regarding proposals or ideas through correspondence, whether using mail, fax or email. The results of such requests will be reported to the members prior to the next meeting.

Minutes of the meetings will be circulated among the committee members and be available or sent to relevant IB leadership teams. Minutes shall include outcomes and recommendations related to items discussed and will be kept according to IB procedures.

The timeline for distribution of the minutes should be as follows:

- the first set of draft, unconfirmed minutes to be sent electronically to the Chair and to the heads of the programme within three weeks of the meeting
- feedback to the secretary should be returned within two weeks and any amendments made
- the second set of unconfirmed minutes should then be distributed to the rest of the committee for feedback, which should be returned to the secretary within two weeks and any amendments made; if a committee member does not provide feedback by the date requested, this will be considered as assent
- the Chair should then sign off the minutes as confirmed, to be released to the parties involved.

Travel and accommodation for all committee members are arranged and/or reimbursed by the IB.

A daily meeting fee is paid to non-IB staff according to the current IB scale of payment. Meetings usually take place during February.

## C1 Process of curriculum development

The Head of Programme Development and the curriculum and assessment managers are responsible for the authorship of curriculum documents, with the support of teachers, consultants, moderators, the MYP committee and IB staff. Other IB staff are involved in editing, translating and publishing materials to be made available to schools.

Curriculum development in the MYP consists of a regular review cycle of the principles and practices of the programme and of the corresponding curriculum documents. Teachers' experiences and views, global trends in education, and consistency across all four programmes are considered. The review is also supported by research.

Curriculum development includes many aspects, from formulating aims and objectives to designing curriculum and assessment structures. It also involves the production and distribution of curriculum support materials in the form of examples of assessed student work and example unit planners to support understanding and implementation of the practices evident in a guide and the provision of workshop materials.

### C1.1 Curriculum review cycle

All MYP guides follow a 7-year curriculum review cycle organized as follows.

- Year 1: Investigation year
- Years 2/3: Curriculum review meetings
- Year 4: Document production
- Years 5/6/7: Use of guide for teaching in schools

For further information about ongoing curriculum reviews, please refer to the MYP *Coordinator's notes* on the OCC with particular reference to MYP: The next chapter (see section D1.5).

## C2 Curriculum document production

### C2.1 Contributions by schools

The IB calls on MYP schools to contribute to the process of curriculum development.

- Questionnaires are regularly posted on the OCC or IBIS, requesting comments on existing materials and suggestions for changes and/or improvements.
- Teachers may be invited to attend curriculum meetings at a global centre. They may be asked to bring material that they, or their colleagues, have produced either in or for their school.
- Schools may be asked to take part in curriculum development by trialling new documents and/or contributing original pieces of student work.
- Draft guides are sent to a number of schools to obtain reactions and suggestions.

Participants in MYP development activities normally come from IB World Schools offering the MYP. However, at the discretion of the IB, external consultants and individuals with relevant expertise may be invited to participate.

### Important note

- Teachers attending curriculum meetings who bring material that they or their colleagues have produced either in or for their school must confirm the copyright status of this material with their school before contributing it. The IB may wish to use, adapt or translate this material for use in curriculum publications. All contributors will be asked to sign a document giving the IB permission to use material in this way as a condition of their attendance.
- Before contributing original pieces of student work (as a result of trialling new documents or upon request by a curriculum and assessment manager) schools must inform the students that their work may be used in an IB publication and that they have the right to withhold their permission (see section F1.9). The school must not submit any work by a student who exercises this right. The MYP curriculum development team will assume that all work submitted is available for use in curriculum documents for publication. The identity of the school and of the students will be protected.

## C2.2 Curriculum review meetings

Curriculum review meetings take place at one of the IB global centres. Travel and accommodation for participants in curriculum review meetings are arranged and/or reimbursed by the IB. A daily fee is paid according to the current IB scale of payment.

The function of the curriculum review meetings is to:

- review and develop subject group guides and personal projects according to a quality-assured review process
- review and develop assessment criteria in accordance with the prescribed objectives
- provide guidance for curriculum development in schools, including the use of the areas of interaction
- select and assess examples of good practice for inclusion in the teacher support materials
- prepare workshop materials.

Schools are invited to recommend teachers who would be willing to be members of curriculum review groups. However, working groups are limited in number and selection of nominees by schools should be considered carefully.

Please fill in the *Teacher recommendation form*, which can be found on IBIS. See also section D7 (IB Educator Network) for further information.

In preparation for curriculum review meetings, heads of school will be contacted by curriculum and assessment managers to request permission to invite teachers to attend. It is at the discretion of the school to communicate internally the information sent by IB The Hague to the relevant staff. The teachers involved will be contacted by IB The Hague only after permission is received from the head of school.

## C2.3 Production and translation of guides

The guide for each subject group includes:

- an introduction to the subject group
- a statement of the subject group's aims
- the subject group's objectives for years 5, 3 and 1
- a concepts and skills framework (in some subject group guides)
- a section on assessment and corresponding assessment criteria for years 5, 3 and 1
- a section on moderation and on monitoring of assessment
- guidance on teaching and learning in the subject group
- a glossary of subject group terminology.

**Teacher support materials** (TSMs) for each subject group guide include samples of assessed student work, mainly from years 4 and 5, wherever possible exemplifying the use of assessment criteria and achievement level descriptors in the MYP. Many TSMs currently include work from year 5 only; however, this is being expanded to include work from years 3 and 1 in future publications.

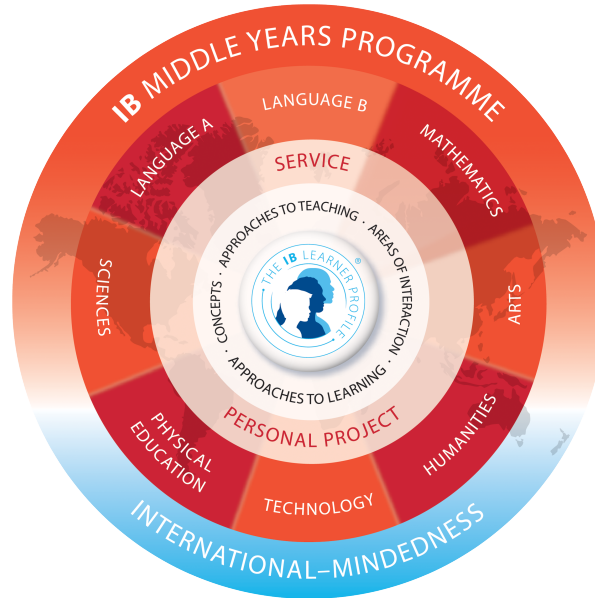
Examples of unit planners for each subject group guide can also be found on the OCC.

Guides are published simultaneously in English, French, Spanish, Chinese and Arabic.

Whenever possible, teacher support materials are created in English, French and Spanish, using original student work in those languages. The IB store (<http://store.ibo.org>) lists available titles in the MYP languages. (Please also see section A5 of this handbook.)

## D1 MYP framework

### D1.1 MYP programme model



The MYP is a programme of study designed to meet the educational requirements of students aged between 11 and 16 years. The MYP curriculum framework is flexible enough to allow schools to meet the demands of national, regional or state legislation while also meeting the requirements of the programme. The publication *Programme standards and practices* clearly states that an IB World School offering the MYP must align its educational beliefs with those of the IB, while developing a curriculum that is based on the requirements of the MYP.



## D1.2 MYP principles and practices

Written, taught and assessed curriculum in MYP schools should be planned in accordance with the processes laid out in *MYP: From principles into practice* (2008). Please refer to this publication for information with regards to the MYP principles, framework, areas of interaction, subject groups, assessment and further guidance on teaching and learning. While the focus and the nature of the involvement may change from year to year, it is important that students continue to engage in all the areas of interaction over the full course of the programme. For further information on the areas of interaction, please see *MYP: From principles into practice* (2008).

## D1.3 IB learner profile

This IB learner profile originated in the PYP and has been developed to make it applicable to all students and adults involved in the implementation of all the IB programmes—that is, to the whole community of learners. The attributes and descriptors of the IB learner profile describe the type of learner the IB hopes to develop through its programmes. The IB learner profile booklet is available on the OCC.

MYP schools are expected to encourage student development in light of the IB learner profile in as many ways as possible, by engaging students and teachers in reflection.

In addition to the booklet, the IB has developed *Learner profile in action* support materials, a web-based tool for IB World Schools that provides a shared, renewable resource of samples from school practice to support the IB learner profile. The project will be available to all IB World Schools in 2012 through the OCC.

## D1.4 Personal project

The personal project, as defined in the *Personal project guide*, is a requirement of the MYP for all schools implementing Year 5 of the programme, regardless of whether they request IB-validated grades for their students. The personal project holds a very important place in the programme as it provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in approaches to learning. Although the areas of interaction are not awarded individual grades, they are central to the experience of the personal project, which is intended to be the culmination of the student's involvement with the MYP and the areas of interaction. The project is, therefore, completed during **year 5** of the MYP. Schools are required to organize the supervision and completion of the personal project for **all MYP students**.

In order to be eligible for the MYP certificate a student must achieve a **minimum grade of 3** for the personal project (see section F2.4).

Schools **must** use the personal project assessment criteria as published in the *Personal project guide*, regardless of whether they request IB-validated grades for their students.

The *Personal project guide* and TSM are available on the OCC as well as from the IB store at <http://store.ibo.org>.

## **D1.5 MYP: The next chapter**

The IB is currently reviewing the design of the Middle Years Programme in a project called MYP: The next chapter. The proposed changes to the MYP seek to enhance its underlying strengths, enable more schools to offer the programme within national and state systems and align it more closely with the other IB programmes in order to provide a coherent educational pathway for students. The planned changes are currently in development and aspects of the proposed changes are currently being piloted. Final decisions concerning these areas will be taken as the outcomes of these pilots become clear.

The transition for schools to the revised MYP will be a gradual one. Since the revision will build upon the current strengths of the programme, many requirements will remain identical. In regard to the curriculum planning process for schools, new elements, once approved, will start to be introduced into professional development in 2012 in order to allow schools to transition smoothly to the new process. Where proposed changes could significantly affect current requirements, the IB will regard these requirements as pending for schools in the interim period. When the new requirements become clear in 2014, schools will again be given a transition period to meet them.

Updates about the changes and the transition for schools will regularly be provided on the OCC and in the *MYP Coordinator's notes*.

# **D2 General regulation and requirements**

## **D2.1 Student participation**

The MYP's educational aim is to provide young people with an education for life and to teach them to relate the content of the classroom to the realities of the world outside. While the objectives of the programme ensure an academic challenge, the IB does not consider the MYP to be a selective programme for a limited number of students. Indeed, the IB believes that all young people can benefit in different ways from the MYP's holistic, integrative approach to teaching, learning and thinking, including those with special educational needs.

The MYP is intended to be an inclusive programme that can cater for all students aged 11 to 16. Thus, the IB expects that the school strongly encourages participation for all students. However, if a school is prevented from implementing the programme for the full cohort in this age range, the IB may grant an exception and authorize the school with the provisions that:

- the head of the school provides a written explanation for such a decision, which includes a clear rationale for not involving the full cohort in the programme and specifies the size of the cohort
- the rule concerning the continuity of MYP to DP must be respected
- the school agrees to continue to study the feasibility of enlarging the MYP cohort of students in the future and takes action in this regard if future conditions allow it to do so. This continued feasibility study will be addressed by the IB each time it evaluates a school programme.

Schools are responsible for adapting the way in which they deliver the programme but must ensure that it reflects the practices described in each of the subject group guides, as well as in *MYP: From principles into practice*. Enrollment decisions are under the jurisdiction of each individual school. Where schools register students for certification by the IB, the MYP certificate is awarded to students who fulfill a number of conditions (see section F2.4).

## D2.2 Changes in school circumstances

If a school undergoes a major change in structure, curriculum or administration after authorization, it **must contact** the appropriate IB office with regard to the continuing validity of its authorization.

## D2.3 Programme length

The MYP is designed as a **five-year (1 to 5)** programme for young people aged 11–16, where students are engaged in structured learning in all subject groups and all areas of interaction each year and complete the personal project in the final year.

### D2.3.1 Programme flexibility

Where local educational structures do not allow the five-year MYP to be offered on a single site, schools may be authorized to teach the programme over a shorter period provided the following conditions are met.

- The programme is at least three years in length if it is offered in isolation from the PYP and/or the DP.
- Where the school wishes to offer the MYP as a continuation of the PYP, or immediately prior to the DP, the programme is taught over at least two consecutive years.

The following table demonstrates the programme flexibility options open to schools where MYP 1 to 5 cannot be implemented due to local educational structures.

Structure of MYP years that a school may implement in accordance with local educational structures					Notes
Y1	Y2	Y3	Y4	Y5	
	Y2	Y3	Y4	Y5	Possible provided MYP 1 does not exist at the school*
		Y3	Y4	Y5	Possible provided MYP 1 and MYP 2 do not exist at the school
			Y4	Y5	Possible only if the school offers the DP
Y1	Y2	Y3	Y4		Possible if the school ends at MYP 4
Y1	Y2	Y3			Possible if the school ends at MYP 3
Y1	Y2				Possible only if the school offers the PYP
	Y2	Y3	Y4		Possible provided MYP 1 and MYP 5 do not exist at the school

\*An MYP 2 through 5 structure is also permitted in cases where primary education in local educational structures continues until the start of MYP 2 or the school has implemented the PYP until the start of MYP 2.

In some cases schools may also offer a six-year MYP to align with local educational structures—for instance, where local circumstances require an extra year to ensure that the transition from PYP to MYP and from MYP to DP is continuous. In these cases, the last year of MYP will still be referred to as MYP 5.

Schools that are considering applying for programme flexibility must direct their queries to the appropriate IB office.

Each region will have its own timescale for dealing with these applications.

### **D2.3.2 School partnerships**

In cases where there is an educational continuum between schools, where one or more offer the earlier years of the MYP, leading to the final years being offered in another school (without any gap years), and a significant proportion of students move from one to the other, schools can apply to offer the MYP in partnership. The IB will recognize this cluster of schools as one programme offered in partnership under the following conditions:

1. The partner schools appoint an MYP coordinator who will coordinate the programme across the partner schools and who will be the contact person for the IB for the partnership. The school where the MYP coordinator sits will be identified as the contact school. Generally, the MYP coordinator would be appointed from the school that offers the final years of the programme.
2. The continuity of the curriculum is guaranteed across the partner schools and across all years of the programme.
3. The staff across the partner schools will meet frequently for collaborative planning, ensuring vertical articulation towards the final MYP objectives and a common understanding and practice of MYP assessment.
4. The professional development requirements at the time of authorization and at the time of evaluation are fulfilled by each partner school separately.
5. For the application for candidacy and authorization, as well as for the purposes of programme evaluation, the partnership will be regarded as one entity. Although documentation may be requested from all partner schools, there will be one report from the IB in each case, which will address the partnership as a whole.

When authorized, each partner school of the partnership will be registered as an IB World School in its own right. The MYP coordinator for the partnership will be regarded as the MYP coordinator for all partner schools.

### **D2.3.3 Multiple campus schools**

If a school is divided between two or more campuses, each campus is normally deemed a separate candidate school and must individually fulfill all the conditions of authorization stipulated in the *Guide to school authorization: Middle Years Programme*.

In some cases the IB recognizes that a single programme may, for logistical reasons, be taught in a school with two or more different campuses, perhaps a short distance apart. If such a multiple campus school is to be regarded as one unit for the purposes of recognition and fees, the following criteria must all be satisfied.

1. All campuses are recognized as comprising a single school according to legal and local registrations.
2. One person is responsible for the day-to-day educational leadership of the school across campuses and is formally recognized as such by the staff and, if applicable, also by the local authorities.
3. The campuses are governed by the same rules and regulations that include organizational structure and, if applicable, school fee tariff.
4. One IB programme coordinator will be responsible for the day-to-day functioning of the combined programme across the campuses.
5. There can and will be horizontal and vertical articulation of the programme across the campuses.
6. The staff across campuses can and will meet frequently for collaborative planning.

For the purposes of programme authorization, the IB reserves the right to decide what constitutes a multiple campus school.

## D2.4 Curriculum flexibility

The MYP is designed as a programme that requires schools to teach eight subject groups every year for a minimum of 50 hours of instruction per subject group each year. However, **subject to approval** by the appropriate IB office, the following flexibility is available in the last two years of the programme for schools that offer a two-to-five or one-to-five year programme. In MYP year 4 and MYP year 5, schools may offer a course of study that does not include all eight subject groups provided that:

- the students meet the final objectives in all eight subject groups
- all eight subject groups are offered during the course of the final two years
- a minimum of six subject groups are offered in each of years 4 and 5
- the subject groups chosen are each offered for a minimum of 50 hours of instruction each year
- schools have considered how concurrency of learning (see *Programme standards and practices*) will be affected and have planned to compensate for this
- schools submit appropriate documentation to the appropriate IB office at the time of authorization/evaluation, showing that the school is meeting the requirements and objectives of the subject groups for which curriculum flexibility has been applied.

Schools applying for curriculum flexibility will be subject to compulsory monitoring of assessment in the particular subject group(s). Schools will be reminded of this through the curriculum flexibility application process. Compulsory monitoring of assessment will apply two years after the curriculum flexibility application is approved. It will not apply to schools that are already registering for moderation in the subject(s).

In applying for curriculum flexibility schools should take into account that the subject groups offered prepare students appropriately for their continued educational pathways beyond the MYP. Particularly where the school also offers the DP, the school should carefully consider pathways for students through the different subject groups offered in MYP and DP.

For moderation purposes, schools that wish to receive the moderation report at the end of MYP year 4 for **no more than two subjects** completed in that year must register students under the “Anticipated” category on IBIS. The instructions in section F and the deadlines described in section G **apply** to schools that register anticipated candidates as a result of having been approved for the curriculum flexibility option. Please also see section G5.1.2 for further information on how to register students as anticipated candidates on IBIS.

Where one subject from a group is not offered in the final year, the school does not need to apply for curriculum flexibility.

**Please note that language B is not available as part of the curriculum flexibility option for schools applying for curriculum flexibility as of September 2012.**

The following table demonstrates, in a visual way, the potential curriculum flexibility options open to schools for MYP years 4 and 5. The letters used (A–H) refer to any of the eight subject groups. Please note the restrictions mentioned earlier regarding language B.

Year 4	Year 5
A, B, C, D, E, F, G	A, B, C, D, E, F, H
A, B, C, D, E, F	A, B, C, D, G, H
A, B, C, D, E, F, H	A, B, C, D, E, F, G

## D2.5 Time allocation for subject groups

The minimum hourly requirement for each subject group is **50 teaching hours** per year. (One teaching hour is equal to 60 minutes.)

The IB prescribes this minimum to respect the principle that students must be engaged in structured learning in **all subject groups in each year** of the programme (except in the case of the curriculum flexibility option in the last two years of the programme—see the above section D2.4 for further information).

It is recognized that the total teaching time for each subject group will vary from school to school and, within a school, it may vary from year to year. In practice, more than 50 teaching hours per year will be necessary to meet the programme requirements in most subject groups over the five years. However, the IB mandates 50 hours per year for each subject group as the minimum to allow students to continue to mature and further their experience of all subject groups each year.

### D2.5.1 Concurrency of learning

In order to ensure concurrency of learning, these teaching hours for each of the eight subject groups should be sustained over the course of a year in each year of the programme.

In practice, IB World Schools are sometimes faced with the fact that local, state or national requirements prevent them from meeting the concurrency requirement for all eight subject groups. Therefore, should circumstances as previously described apply, it will be permissible for schools to implement the following:

1. The school may allow students to attend a maximum of two out of the eight subject groups that may be offered as semester courses in any year of the MYP provided that within each student's year schedule:
  - a minimum of six subject groups are studied concurrently
  - each subject group studied as a semester course meets the 50-hour requirement
  - language B is studied as a full-year course.

It should be noted that this exception is designed for schools where a genuine need for this arrangement exists due to unavoidable scheduling constraints. This option is not intended to be a routine aspect of the programme, as the MYP philosophy encompasses the principle that all courses are designed as full-year learning experiences in each year of the programme for the eight subject groups.

2. Schools applying the curriculum flexibility option (see section D2.4) in MYP years 4 and 5 cannot offer subject groups as semester courses in those years.

## **D2.6 Integrating subjects or subject groups**

### **D2.6.1 Integrating subjects within a subject group**

Given the holistic nature of the MYP, schools may opt for the integration of some subjects within a subject group—for example, a sciences course, encompassing elements (concepts, skills and processes) of the different science subjects: biology, chemistry or physics. When this is the case, care must be taken to ensure that the following conditions are met. (Please see section F3.6 for further details about moderation of subjects within a subject group.)

- The minimum hourly requirement per year per subject group must be met.
- Units of work must be developed covering different discrete subjects that are intertwined in terms of objectives set, content covered and learning outcomes reached.

### **D2.6.2 Integrating a subject group within other subject groups**

Where schools face scheduling constraints due to local/state/national requirements that prevent them from offering all eight subject groups independently, schools may opt to teach a subject group within another subject group (or other subject groups) in an interdisciplinary approach, provided that the following conditions are met.

- The minimum hourly requirement per year must be met for all subject groups, including the subject group that is not taught independently.
- All teachers involved in teaching the subject group that is not taught independently must have received IB-recognized training in that subject group. For example, if subject group A is totally integrated within subject group B then teacher of subject group B must attend training in subject group A.
- The teachers involved in teaching the subject group that is not taught independently must have regular meeting time to develop the subject group curriculum.
- The objectives of the subject group must be clear to all concerned, addressed explicitly and assessed using the subject-specific criteria. Teachers must be conversant with the relevant subject group guide, and reporting of student progress must be clear to parents and students.
- Units of work must be developed covering different discrete subjects that are intertwined in terms of objectives set, content covered and learning outcomes reached.

It should be noted that this arrangement is designed as an exception for schools where a genuine need exists due to unavoidable scheduling constraints. This option is not intended to be a routine aspect of the programme, as the MYP philosophy encompasses the principle that all courses are designed according to the subject objectives, providing the disciplinary grounding in each year of the programme for the eight subject groups.



## D3 Documentation of student achievement

Schools can choose whether they wish to have IB-validated grades. If a school wishes to request IB-validated grades for its students, it must participate in a process of IB moderation of the school's own internal assessment (see section F). Schools are free to follow the MYP and issue their own form of certification, not validated by the IB, without participating in the moderation process. However, they must participate in the monitoring of assessment process. If a school opts for a school-based certificate, they are still required to follow the guidelines regarding assessment as outlined in the assessment section of *MYP: From principles into practice*. (Please see section E and section F4 for further details.)

### D3.1 Achievement folder

#### D3.1.1 Eligibility for the achievement folder

In **all IB World Schools offering the MYP** all students in the final year of the programme, including those not registered for IB-validated grades, are entitled to receive an MYP achievement folder provided by the IB.

#### D3.1.2 Use of the achievement folder

The achievement folder is intended to act as a record of the student's educational progress through the MYP, providing a complete profile of achievement for the graduating MYP student. Students are encouraged to use it to document their involvement in the programme. It may include, as appropriate:

- an IB-validated certificate (registered students only)
- an IB-validated record of achievement (registered students only)
- school and personal documents of both a formal and informal nature, which together provide a complete record of each student's participation in the overall programme. For example, an achievement folder might include information relating to community and service activities, extra-curricular achievements, background to the personal project, a self-evaluation, school transcripts and letters of appreciation
- inserts that can be found on IBIS (go to **Library > Achievement folder**). These inserts should be printed by the schools and photocopied for students.

#### D3.1.3 Requesting achievement folders

Schools can obtain achievement folders for all students in the final year of the programme by placing a request for them via IBIS. Please note that achievement folders should be delivered only to **final-year MYP students** including those not registered for IB-validated grades. Schools must carefully monitor how many achievement folders are required.

Schools need to request their achievement folders for the **June 2013 session** by **4 January 2013** and will receive them in **April 2013**. Schools need to request their achievement folders for the **December 2013 session** by **4 July 2013** and will receive them in **October 2013**.

To request achievement folders on IBIS, go to **School > Additional details** and select **SESSION** from the drop-down menu. A new window will open. Select **Edit** to open a screen that includes an option for coordinators to enter the number of year 5 achievement folders they require (under the **Programme administrative information** sub-heading). After

entering this number (and **all** other information required), select **Continue** (found at the bottom of the screen) and the number of achievement folders required will be updated.

## D3.2 MYP certification documentation

### D3.2.1 Official documents

For schools that choose to register MYP students for externally validated and certificated results, the IB can provide official MYP documents for each student.

- The **MYP certificate** indicates an overall standard of achievement in all aspects of the MYP (provided the requirements detailed in section F2.4 for the award of the certificate are satisfied).
- The **MYP record of achievement** gives a final IB grade (1–7) for each **individual subject** in which the student has been registered and indicates that community and service requirements have been satisfied, unless the school notifies the IB assessment centre in Cardiff to the contrary (see section G5.5).

Please note that a school can register a student in any number of MYP subjects where the student's performance has been assessed according to the objectives of the subject, and where samples of assessment have been moderated by the IB.

### D3.2.2 Conditions for IB certification of assessment

Any school wishing to receive the IB-validated certificates and records of achievement must participate in the process of moderation of schools' internal assessment, and must follow the procedures and deadlines described in section F3 and section G. Failure to follow the given procedures may mean that certificates and records of achievement cannot be provided.

### D3.2.3 Sample certificate and record of achievement

Samples of the MYP certificate and record of achievement, one of which demonstrates the mother-tongue language option, are available in this handbook. (For further information on the mother-tongue option, please refer to section D4.5.)

For information on the process of registration, please refer to section G.

## D3.3 Reporting

Please see *MYP: From principles into practice* (2008) for guidance on developing reporting methods.

# D4 Languages

There are IB World Schools offering the MYP across all IB regions and their student populations encompass a great variety of languages and cultures.

Teachers need to look beyond their local and national traditions and become familiar with new ways of thinking and teaching. For some teachers this may include using documentation and attending seminars, workshops and conferences in another language.

Students need to acquire competence in other languages, and need to develop a knowledge and appreciation of other cultures.

An important step towards the values of international-mindedness is **multilingualism** for teachers and students, which the IB strongly advocates, and **sustained language teaching**

**in at least two languages**, which is a requirement for each year of the MYP. The school is expected to develop and implement its own language policy.

## **D4.1 IB languages of communication**

The IB language policy can be found on the public website. Please refer to this document for clarification of services provided by the IB in its working and access languages.

Schools are offered great flexibility in the delivery of the MYP in terms of language courses and languages of instruction. However, there are conditions as laid out in the IB language policy.

### **D4.1.1 Correspondence with the IB**

Services provided by the appropriate IB offices will be limited to the three working languages of the IB (currently English, French and Spanish). Consequently, the MYP coordinator of the school must be able to communicate with IB offices in one of these three languages.

### **D4.1.2 Documentation**

Full curriculum materials are provided in the working languages of the IB (English, French and Spanish). Subject group guides are also provided in the MYP level 3 access languages (currently Chinese and Arabic). Selected curriculum materials are provided in languages defined as level 4 access languages. There are also bilingual glossaries of key MYP terminology provided in languages defined as level 5 access languages for the MYP. Please refer to the IB language policy for clarification of services provided by the IB in its working and access languages.

## **D4.2 Languages of instruction and assessment**

The MYP may be taught in any language or languages. This allows teachers and students to understand fully the principles of the programme and all aspects of the coursework and assessment. The language(s) of instruction may be the mother tongue of students, teachers and/or the host country but, as is the case with several MYP schools, need be none of these.

Where one of the IB working languages (English, French and Spanish) is not included as a language of instruction, the relevant IB office must be contacted to seek advice. In this case, it is expected that at least one teacher per subject group (in addition to the MYP coordinator) has proficiency in one of the IB working languages.

Where a school opts to request IB-validated grades in the final year of the programme, students must reach sufficient competency in English, French or Spanish to be able to use the language in tasks sent for moderation in all subject groups except for language A and language B.

Please note that translated samples of student work **cannot** be sent for moderation. However, translated samples **can** be sent for monitoring of assessment (except for languages A and B); please specify in the background information if student work has been translated.

## **D4.3 The language of learning in the MYP**

The IB recognizes that students in IB World Schools offering the MYP have a variety of language backgrounds. The school must ensure that it can offer appropriate provision to meet a student's language needs before enrolling the student. IB publications are available to assist schools in providing for students who need to acquire another language in order to access the curriculum. A new publication, *Language and learning in IB programmes*, is now available on

the OCC (since September 2011). This new document, which combines earlier language and learning publications (*Learning in a language other than a mother tongue in IB programmes, Guidelines for developing a school language policy*) with recent developments in the field of language and learning, proposes that multilingualism is a fact, a right and a resource in IB schools. The evolution of the concept is explained as well as its implications for pedagogy and whole-school professional development.

#### **D4.3.1 Language of instruction**

Schools have a responsibility to ensure that all students reach their full potential. In IB World Schools offering the MYP, students may have varied and complex language histories, and many schools will have a population of students who require assistance with learning the language of instruction. Schools must provide for the language needs of students whose mother tongue is not the language of instruction so that they can participate fully in the MYP. There must be specific provision for the teaching of the language of instruction, if the language of instruction is not already offered as a language B. Schools must make sure that these students are not disadvantaged, either in terms of fees paid or time spent in the classroom, in comparison to other students. Monitoring of the programmes offered to these students will occur during the programme evaluation for schools.

Additionally, **all** MYP teachers have a responsibility to address the language needs of their students in the language of instruction.

#### **D4.3.2 Mother tongue**

The term “mother tongue” is used in the research literature in various ways. It may denote the language learned first and/or the language identified with as a “native” speaker.

For the purpose of the MYP, “mother tongue” includes all these definitions, and describes the language that the student uses at home and/or outside the classroom environment.

In IB World Schools offering the MYP many students have a variety of mother tongues and cultural backgrounds. Schools have a responsibility to those students whose mother tongue is not the language of instruction. Those students should be supported in developing their mother tongue, sustaining cognitive and academic development, and maintaining their cultural identity.

In some instances, schools may need to employ mother-tongue teachers from the wider school community. Schools need to ensure that these teachers have a command of the principles and objectives of the MYP, and uphold the pedagogical and philosophical standards of the IB. When students are studying their mother tongue as language A, schools must also ensure that both the teachers and students have access to an appropriate supply of the literary material and resources required for the course.

### **D4.4 Multilingual students**

Multilingualism is a term used to describe complex, rich, dynamic language portraits that include a range of abilities or proficiencies in more than one language.

The IB strongly recommends that, wherever possible, truly bilingual students should work towards the language A objectives in both languages. For the purposes of the MYP certificate, a student may register for final assessment in either:

- at least one language A and at least one language B

or

- two languages A and no language B

or

- two languages A and one language B.

The following table shows the MYP language course options for MYP certification.

Option	Language 1	Language 2	Language 3
1	Language A and	Language A	
2	Language A and	Language B	
3	Mother tongue option and	Language A	
4	Mother tongue option and	Language B	
5			With any of the above combinations a third language is possible to create this option.

For some students, a third language may be applicable and recognized within the MYP. As long as all the requirements for two languages have been met, and the aims, objectives and assessment criteria are suitably applied, a third language may be entered in accordance with any of the language options on the language learning continuum.

Schools should document the structure of language learning in the school, which will lead to opportunities for all students to progress to a language A in one of the languages studied.

In schools with language variations not described or offering revival languages, classical languages or sign languages, please contact the MYP development team in The Hague via email at [myp.curriculum@ibo.org](mailto:myp.curriculum@ibo.org).

#### **D4.4.1 Sign, revival and classical languages as a language B**

Schools can register students for certification in sign languages, revival languages and classical languages (for example, Latin, ancient Greek, ancient Hebrew, Sanskrit). From school year September 2012, a classical language course can be taken as language B and will appear on student records of achievement as such in the case where the school applies for certification. The guide supplements with the objectives and criteria for sign languages, revival languages and classical languages B were published in April 2012 and contain the information schools need to be able to offer for these language B courses.

For copies of these guidelines, please contact [myp.curriculum@ibo.org](mailto:myp.curriculum@ibo.org) directly. Assessment for sign languages, revival languages and classical languages will follow the same procedure as a non-sampled language B. Please see section G3.1.2 for more information on special request subjects.

## D4.5 Mother-tongue language option for certification

This language option may be undertaken to qualify for the MYP certificate. This option requires the completion of either one language B or language A, **and** a language course that is the equivalent of MYP language A, but not necessarily offered by the school (options 3 and 4 in the table above). For the IB to approve the course, tutors must be provided with language A documentation and, wherever possible, teach to the language A aims and objectives. Regardless of whether an MYP language approach is adopted, detailed course outlines must be made available to the IB so that a sound decision can be made regarding the appropriateness of the course.

Language A on the record of achievement would be replaced by the wording: “[LANGUAGE] (IB approved)”. For an example of such a record of achievement, please see section D3.2.3.

The MYP certificate awarded would be the same certificate as for the other options.

Please note this option is only available to students who are not studying their mother tongue language as their language A or B at school.

For more information on how to apply for this option, please see section G3.1.

## D4.6 Language A subject group

Language A is ideally the mother tongue of the student but may be the language in which the student has the highest level of proficiency. It is often the language of instruction of the school, but need not be if the language of instruction is not the student’s mother tongue.

Any language mentioned in the “IB list of languages” (see section G9) can be taught as a language A, provided the students have received instruction fulfilling the requirements and objectives as stated in the *Language A guide* (January 2009).

The school is ultimately responsible for the quality of language training for its students. In many cases schools will have to establish a language programme for students whose mother tongue is not the language of instruction of the school and who arrive at the beginning of, or part-way through, the MYP. In such cases, the IB strongly encourages schools to help those students maintain and improve their mother tongue wherever possible, while putting in place measures that will allow them to become proficient in the school’s language of instruction. (Please see sections D4.4 and D4.5.)

Where special external instruction takes place with the intent of providing an equivalent to an MYP language A course, any tutors appointed must be provided with the necessary documentation and material to teach the course. The external tutors must also have regular contact with the language A teachers within the school to ensure a common understanding of the course objectives, and they must carry out internal standardization of the final assessment at the end of the course.

For more information on registration in language A, please see section G8.1.

## D4.7 Language B subject group

Language B is a language other than the student’s mother tongue, learned at school. The MYP requires schools and MYP partnerships of schools to provide **sustained** language learning in at least one language B over the whole course of the programme.

Schools are required to ensure students have the opportunity to:

- study a language B (or second language A) sustained across the entire year in each year of the MYP
- learn the same language B in each year of the MYP or achieve a satisfactory proficiency in phase 4 in order to transfer to another language.

Although the study of a language B (or second language A) has always been a requirement in the MYP, the possibility for students to transfer to another language B once they have achieved a satisfactory proficiency in phase 4 is new. This rule allows for further breadth of language B study, especially in schools that do not have the capacity to allow students to study more than one language B at the same time.

The IB recognizes that many special cases will arise due to the transient nature of an international school's student population. Consequently, it is a school's responsibility to make the best decision in the interest of each student, according to individual circumstances and the courses offered in the school. If the school's language of instruction is not the student's mother tongue, the school's language of instruction may be studied as a language B for a variable amount of time depending on individual circumstances.

- For students whose mother tongue is not the language of instruction of the school, the school's language of instruction may be considered appropriate as their language B. Language A instruction in another language must also be provided for those students to make them eligible for the MYP certificate.
- In some cases a language understood by the student because of exposure to the language at home or elsewhere can be considered a language B depending on the individual student's level of proficiency in all four language skills (speaking, listening, reading and writing).

#### **D4.7.1 Phases for certification**

It is possible for a student to exit the MYP language B course from any phase. It is only for the final year of the programme that students must be registered on IBIS for certification purposes. Before this point, schools must decide which phases to offer for final assessment and for certification. Schools should choose the phase that offers an academically challenging course to the student, and the most suitable pathways for further study. Teachers are in the best position to decide in which phase students will complete their final assessment and certification in order to satisfactorily complete their language B course in the MYP. A student must be registered in **one phase** that represents the best fit for that student. Even though the four skills may not be of the same proficiency level (phase), for the purposes of the final grade all prescribed tasks must be completed for the same phase. The registration of students in one phase for final assessment and certification must be made at the beginning of the final year (see section G for registration deadlines). Schools should be aware that there are differences between the final assessment criteria for these phases, and students should be prepared appropriately.

Further information on the above is available in the *Language B guide* (2012).

In all cases, learning and assessment must be conducted according to the objectives and criteria provided in the subject group guide and appropriate standardization of assessment must take place between teachers.

For more information on registration in language B, please see section G8.2.

## D5 Learning diversity and special educational needs

In any classroom, students come from a variety of backgrounds and have a range of academic, physical, social, communication and emotional needs. Some of the students may have an identified special educational need (SEN). In all cases, MYP teachers work with each student's unique constellation of strengths and weaknesses, including those students with recognized special educational needs. However, an inclusive approach to education does not focus on labelling students, viewing students as patients who have been diagnosed with an illness, or understanding students with SEN as having deficits that make them anything other than full members of the school community.

Examples of these special needs could include:

1. ADD/ADHD (attention disorder)
2. autistic spectrum/Asperger's syndrome
3. specific learning difficulties (dyslexia, dyscalcula, dysgraphia)
4. dyspraxia
5. communication disorders
6. sensory impairment (i.e. visual or hearing difficulties)
7. medical conditions (i.e. asthma, epilepsy, irritable bowel syndrome (IBS), diabetes)
8. mental health conditions (i.e. depression, eating disorders, obsessive compulsive disorders, anxiety)
9. gifted and talented students—including high functioning with learning disabilities
10. physical disabilities affecting mobility.

A range of information to support teachers in meeting specific learning needs can be found on the OCC website (**Support areas>Special educational needs**). Also consult the IB document *Special educational needs within the International Baccalaureate programmes*. Teachers are encouraged to share practices by posting resources and participating in the forum on the SEN page of the OCC.

The school must develop and implement an inclusion/special educational needs policy that is consistent with IB expectations, in accordance with local legislation and with the school's admissions policy.

MYP schools are expected to respect the general principles listed below when planning adaptations to teaching and assessment for students with special educational needs. A SEN coordinator must be appointed to coordinate these, and this should be clearly stated in the SEN policy.

1. Where normal assessment conditions would put students with special needs at a disadvantage and prevent them from demonstrating their level of ability, reasonable adjustments must be given for administration of assessment. Technology should be used where available to support learning and assessment.
2. In many cases, local and national legislation mandate adjustments to methods of curriculum delivery for special educational needs. While the MYP tries to maximize parity across schools, it is recognized that forms and degrees of special assessment arrangements will vary according to cultural and legal differences between regions.



3. In assessment, special adjustments put in place to help students with special educational needs demonstrate their true level of ability must not put these students at an advantage.
4. Any grade awarded to a student in any subject must not be a misleading description of the student's level of attainment according to the course objectives. Schools may differentiate conditions in relation to the interim objectives developed by teachers to suit the needs of their students and the local context. In the final year of the MYP, the same assessment criteria must be applied to all students in a given course, regardless of whether they have a special educational need. Special adjustments in assessment conditions are intended only to minimize the effects of a student's functional issues resulting from a special educational need.
5. Where any special arrangements are made for assessment, they must correspond to a school policy on special educational needs and mirror the conditions available to the students in the classroom. Such special assessment arrangements must be recorded and be available to the IB on request where validation of final grades is requested by the school.
6. Where the school requires validation of grades by the IB, it **must contact the MYP** at [mypsen@ibo.org](mailto:mypsen@ibo.org) as soon as possible after a student has been identified with a special educational need. If the identified special educational need makes assessment of part of the course objectives difficult, thus affecting the student's eligibility for the MYP certificate, a summary statement should clarify the nature of this impact on the student and their work.

**Note:** Please refer to section G14.2 for details of special arrangements concerning the submission of final grades and student eligibility for the MYP certificate. These arrangements must be agreed with the IB assessment centre in Cardiff.

Schools are encouraged to contact [mypsen@ibo.org](mailto:mypsen@ibo.org) for advice regarding individual cases as early as possible after identification, and **ideally prior to the end of year 1**, for further support.

## D6 Professional development

The IB provides a range of professional development opportunities for MYP teachers, details of which can be found on the IB public website (<http://www.ibo.org>). Coordinators should contact their appropriate IB office for guidance in organizing professional development for staff in the philosophy and teaching practices of the MYP.

MYP schools are responsible for ensuring that their teachers and other staff keep up to date with current developments in the programme, and have the opportunity to exchange ideas and practices with teachers from other MYP schools.

### D6.1 MYP workshops

The IB organizes professional development opportunities that include a series of teacher-training workshops and conferences for new, as well as experienced, schools and teachers in the programme. A timetable for these events can be viewed on the IB public website (<http://www.ibo.org>), by going to **News and events > Workshops and conferences**.

### **D6.1.1 Attendance at workshops**

It is acknowledged that professional development funding and needs vary widely from school to school. However, a school wishing to implement the MYP needs to make a commitment to ongoing teacher professional development.

At the time of **authorization** schools are expected to meet requirements related to IB-recognized professional development before the verification visit takes place (see section E2.1).

At the time of **programme evaluation**, schools will be expected to meet requirements related to IB-recognized professional development from January 2014 onwards. Until that time (January 2014), schools will be expected to demonstrate efforts they have undertaken in attempting to meet these requirements. Please see section E3.1 for more information.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme. Specifically, it is recommended that teachers and pedagogical leaders who have been hired during the period under review participate in appropriate IB workshops (category 2 or 3).

Coordinators must ensure that their teachers are registered for the appropriate workshop category.

It should be noted that for MYP partnerships, each individual school that makes up the partnership must comply with the IB professional development requirements at the time of verification and at evaluation.

### **D6.1.2 School-based workshops**

Schools must request and complete the mandated in-school workshops “Introducing the MYP” as part of the required professional development prior to the verification visit. Coordinators must contact the appropriate IB office for all in-school training requests. Please also see section E2.1.

### **D6.1.3 Workshop leaders training**

Workshop leaders for regional and in-school workshops are selected from among teachers and administrators in IB World Schools offering the MYP. The training of workshop leaders is conducted regionally. Coordinators should contact the appropriate IB office for details on training opportunities as indicated in section D7—IB Educator Network.

## **D6.2 IB educator certificate**

The IB partners with a growing number of universities worldwide to establish undergraduate and graduate courses aimed at developing teachers’ understanding of each of the three IB programmes.

IB educator certificates acknowledge formally this understanding and the commitment that teachers make to their professional learning. Those who successfully complete an IB-recognized undergraduate or graduate course of study will be eligible to apply and register for an IB certificate in teaching and learning or an IB advanced certificate in teaching and learning research.

Courses linked to the certificate in teaching and learning focus on developing practical understanding of curriculum, pedagogical and assessment issues related to the

implementation of the IB programme and the underpinning educational principles. Courses associated with advanced certificate in teaching and learning research involve a significant element of rigorous and systematic investigative work at masters level or higher.

In addition, to meet the professional development needs of current and future IB leaders, the IB is introducing the IB Certificate in leadership practice and the IB Advanced certificate in leadership research. Currently, these leadership courses are being piloted at Oakland University and Hong Kong Institute of Education.

More information about the IB educator certificates and the associated courses of study can be found on the IB public website (<http://www.ibo.org/programmes/pd/award/>).

## D7 IB Educator Network (IBEN)

Since its beginnings, the IB has collaborated with educators in all aspects of curriculum development, workshop delivery, school visits and preparation and marking of examinations. In recent years, there has been considerable expansion in the number of roles that IB educators who are not IB employees carry out. This collaboration is important for the IB as it involves practitioners in its core business and maintains links with schools and their practices. At the same time, having teachers and administrators become part of the IB Educator Network (IBEN) provides professional development opportunities that can be of benefit to the schools.

IB educators in the IBEN database are invaluable to the IB in successfully fulfilling the following roles:

- Roles within professional development and school services

These roles are managed and trained regionally according to global guidelines. Examples of these roles include workshop leaders, field representatives, site visitors, consultants, application readers and report reviewers. Coordinators and/or heads of IB World Schools and candidate schools offering the MYP interested in such collaboration with the IB should refer to the relevant regional section on the IB public website or contact the appropriate IB office for more information.

- Roles within curriculum development and assessment

These roles are managed and trained globally. Examples of these roles include moderators and participants in MYP guide review meetings, teacher support materials meetings and workshop resource review meetings. Schools are invited to recommend teachers who would be interested in taking part in these activities. Please fill in the *Teacher recommendation form* on IBIS to recommend teachers, and include a curriculum vitae for each teacher with a brief description of their MYP experience at your school.

## D8 Guiding the school community

Guidance counsellors, teachers and the MYP coordinator should carefully monitor students' progress and intervene as necessary with strategies to increase students' success as the school year progresses.

Guidance must ensure that the school community (students, parents and teachers) understand the routes and choices available for students after they leave the MYP. Especially in the last years of the programme, students should be prepared for choices in the continuation of their studies that can involve complex decision-making. Implicit in this is the need not only for clear knowledge of the choices involved but also an understanding of the consequences for individual students in terms of appropriate balance, course load, stress and suitability for entry into different forms of higher education. In cases where students move from the MYP to the DP, clear knowledge of the IB regulations for course selection in the DP is necessary to be able to guide students. Schools are encouraged to start the process of guidance in DP course selection well before the first year of the DP.

## E1 Programme standards and practices

The *Programme standards and practices* provide a set of criteria against which both the IB World School and the IB can measure success in the implementation of the three programmes: the PYP, the MYP, the DP and the IBCC.

The standards are general requisites established for schools to implement any IB programme. Practices are further definitions of the standards. Requirements are programme-specific as each programme has unique features and demands specific requirements. These programme requirements are detailed under the related practice and are also referenced in other programme-specific documentation. The common standards and practices and the programme-specific requirements are necessary for the successful implementation of the relevant IB programme.

The IB is aware that, for each school, the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, the IB expects the school to make a commitment towards meeting all the standards, practices and programme requirements. The *Programme standards and practices* is the foundational document for schools and the IB to ensure quality and fidelity in the implementation of its programmes.

## E2 Authorization

In order for a school to become an IB World School, it must be authorized by the IB to implement any one of its programmes.

The authorization process has been designed to support schools in:

- making the decision to become an IB World School
- understanding the nature and requirements of the IB programme
- defining their readiness to implement the programme
- planning to sustain the programme in the long term.

For further information concerning the authorization process please consult the IB public website at <http://www.ibo.org/become/>.

### E2.1 Mandatory teacher professional development at authorization

A school wishing to be authorized to implement the MYP needs to make a commitment to ongoing teacher professional development. Specifically, schools must meet the following requirements:

- the head of school/principal or designee must attend an IB category 1 workshop before submission of *Application for candidacy: Middle Years Programme*
- at least one teacher per subject group and the MYP coordinator must attend at least an IB category 1 workshop related to their subject areas/responsibilities

- for schools that became a candidate in 2012, additionally, an in-school general MYP workshop aimed at all MYP teachers must be organized through the relevant IB office.

It is expected that the required professional development will have taken place before the verification visit. The professional development, apart from the in-school general workshop, can be fulfilled through face-to-face regional workshops or through appropriate online workshops. It should be noted that for MYP partnerships, each school in the partnership must comply with the IB professional development requirements at the time of authorization individually.

**Reminder:** Coordinators must ensure that their teachers are registered for the appropriate workshop category. If in any doubt regarding the prerequisites of a particular workshop, please contact the relevant IB office for advice.

## E3 Programme evaluation

Programme evaluation is both a requirement and a service provided by the IB to IB World Schools. The aim is for the IB to ensure on a regular basis that the standards and practices of the programmes are being maintained.

The programme evaluation process allows the IB to work closely with schools in their ongoing development of the programmes. It does not seek to appraise or assess individual teachers or students. It is a process of formal reflection involving all stakeholders within the school community.

Programme evaluation occurs at regular intervals:

- For schools authorized before 2012, the first programme evaluation takes place four years after authorization and every five years thereafter.
- For schools authorized from 2012 onwards, the first programme evaluation takes place five years after authorization and every five years thereafter.

In some cases, the IB may deem programme evaluation appropriate at times outside the predetermined intervals.

The *Programme evaluation guide and self-study questionnaire: Middle Years Programme* (2010) is aimed at helping the school conduct its own self-study and prepare for the evaluation visit. Schools should consider programme evaluation as an ongoing process of action and reflection that aims to enhance the implementation of the programme. This process is supported by the school's ongoing action plan, which is based on the *Programme standards and practices*. The IB evaluation process should be considered as a verification of this ongoing process in the school. The school should consider that the self study will take place over at least 12 months because all those involved in the organization and implementation of the programme should contribute to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents. It involves looking at all aspects of school life that are affected by the programme.

In the case of schools offering the programme in a language other than English, French or Spanish, sufficient time and resources must be allocated to allow the translation of supporting

documentation by the school into one of the IB working languages. We also remind schools that the IB requires that one teacher per subject group and the MYP coordinator have proficiency in one of the working languages of the IB (see section D4.2). The school is expected to provide an external interpreter during the visit as appropriate.

Schools that have not requested IB-validated grades for their students in the final year of the programme, thereby not submitting to the process of moderation of assessment, must apply for **monitoring of assessment** in at least one subject for each subject group and the personal project within the two years prior to the evaluation visit, and must register on IBIS at least 10 months prior to the visit. The date of submission of samples cannot be less than two months after registration but needs to be such that it will allow the school to receive the feedback from the IB and to analyse it before submitting the self-study questionnaire, taking into account that no samples can be submitted from April to August. Where more than one subject is taught within a group, the school should rotate the subjects sent for monitoring of assessment, so that, for example, French B is sent for one visit and German B for the next. Failure to provide any sample at all for a particular subject group may lead to cancellation of the visit. Please refer to section F4 for details of this service, including deadlines for registering and submitting samples.

The administrative costs of programme evaluation are covered within the annual fees. However, the costs associated with the team visit are not. Schools should consult the appropriate IB office about the costs involved in the evaluation visit.

The *Programme evaluation guide and self-study questionnaire: Middle Years Programme* (2010) is available for MYP coordinators in IB World Schools from the OCC. The document can be accessed on every MYP subject page under **Middle Years Programme publications**

### E3.1 Professional development requirements at evaluation

From January 2014 onwards, at the time of programme evaluation schools will be expected to meet the following requirements related to IB-recognized professional development. Until that time, schools will be expected to demonstrate efforts they have undertaken in attempting to meet these requirements.

- The head of school/principal (or designee), if appointed during the period under review, must participate in an appropriate IB workshop.
- At least one teacher per revised subject group (since authorization or previous evaluation) must participate in an IB workshop designed for that purpose.
- At all times, at least one teacher per subject group must have been trained in an IB category 1 or 2 workshop.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme. Specifically, it is recommended that teachers and pedagogical leaders who have been hired during the period under review should participate in appropriate IB workshops.

Coordinators must ensure that their teachers are registered for the appropriate workshop category.

It should be noted that for MYP partnerships, each school in the partnership must comply with the IB professional development requirements at the time of evaluation individually.

### E3.2 Multi-programme evaluation visits

Schools may request a multi-programme evaluation visit. The guiding principles for a multi-programme evaluation process will encompass those of the single programme self-study visit with some integrating dimensions. Schools that choose a multi-programme evaluation will have the possibility of establishing an internal process that will allow the school community involved in the different IB programmes to share knowledge, expertise and to compare degrees of implementation of the different practices, leading to a more consistent implementation of the programmes in the future.

Before starting the multi-programme evaluation process, the school needs to seek permission from the IB. The school should contact the appropriate IB office to request information about the multi-programme evaluation process. Based on this information, the school can submit a request at least 18 months before the submission of the self-study is due. The IB will analyse the request. If the request cannot be granted, the IB will write to the head of school and explain the reasons for this decision.

A team of evaluators consisting of members with the necessary PYP, MYP and/or DP experience—as appropriate—will visit the school. In a school where all three IB programmes are offered, the multi-programme visiting team will also respond to and report on the school's self-study for the DP.

### E3.3 IB evaluation and CIS accreditation synchronized visits

The IB and the Council of International Schools (CIS) have agreed to collaborate on a coordinated process of IB evaluation and CIS accreditation. IB World Schools offering IB programmes throughout the school and seeking accreditation or reaccreditation by CIS may apply to both organizations for a synchronized process. Although schools always have the right to opt for separate evaluation procedures and visits, the synchronized process may present a number of advantages.

Schools are requested to contact the appropriate IB office for guidance on the conditions and the procedures at least 18 months before submission of the self-study is due.

Please note that although the IB office will do its best to arrange synchronized visits, such visits are not always possible.

**Note:** The procedures and documents are being revised in order to be in line with the new edition of the *CIS Guide to school evaluation and accreditation*.



## E4 Participation in authorization and programme evaluation visits

As with the process of curriculum development, the IB frequently solicits help from experienced MYP educators in the conduct of its verification visits. Experienced practitioners from IB World Schools may be invited to participate in such visits, following a process of training organized by the appropriate IB office. Coordinators and/or heads of IB World Schools and candidate schools offering the MYP are encouraged to support experienced MYP educators to become site visitors as participating in verification and programme evaluation visits provides authentic professional development to those involved.

Coordinators should contact the appropriate IB office for details on training opportunities as indicated in section D7 (IB Educator Network).

# F1 Assessment procedures

**Important:** Section F “Assessment” must be made available to all teachers of final-year MYP students. Please note that the content of this section related to moderation also applies to schools that have been approved for the curriculum flexibility option and wish to register students in the “Anticipated” category (see section D2.4).

## F1.1 Introduction

All the work of MYP students is **internally** assessed by teachers. There is no formal examination structure, no system of external assessment and the IB does not provide MYP examinations. External examinations provided by other organizations are unlikely to address the MYP subject-specific objectives. All schools are responsible for organizing relevant, authentic assessment according to the objectives published in the subject group guides and their own organization of the programme. Authentic assessment is the use of learning activities that are related to real-life situations to assess student competency in designated skills. It assesses what a learner understands and can do.

Internal assessment of student work must be carried out using a criterion-related approach. It will play a major role in students’ development and preparation for final assessment. Subject group guides include information on assessment according to the subject group objectives and the use of the corresponding assessment criteria. When students reach the final year of the programme, schools have the option of registering them to receive IB-validated grades.

All MYP schools must use the published assessment criteria and achievement level descriptors when assessing student work in year 5 of the programme.

### **Schools that choose to have IB-validated grades for their students:**

1. must participate in the IB moderation process (see section F3)
2. must use the published assessment criteria and achievement level descriptors when assessing student work in year 5 of the programme—where appropriate, teachers should include task-specific clarifications that elaborate on the published assessment criteria (details can be found in the general report for the appropriate subject)
3. must use the minimum tasks prescribed in the relevant subject group guide to carry out their assessment
4. are strongly encouraged to use the **monitoring of assessment** service prior to registering students for moderation for the first time (see section F4).

### **Schools that do not choose to have IB-validated grades for their students:**

1. do not participate in the moderation process, but may request advice from the IB assessment centre in Cardiff through **monitoring of assessment** (monitoring of assessment **is** compulsory in some situations; see section F4 for further details)
2. must use the published assessment criteria and achievement level descriptors when assessing student work in year 5 of the programme (although schools may use additional criteria if there is a need to do so in response to national

requirements)—see the assessment section in *MYP: From principles into practice* for more information

3. are strongly encouraged to use the prescribed minimum tasks to carry out suitable assessment.

## F1.2 Clarifying published criteria in year 5

During the final year of the programme, the final assessment criteria as published in each subject group guide must be used when awarding levels. However, specific expectations of students for a given task must still be defined.

Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in humanities, teachers would need to clarify exactly what a “wide range of terminology” means in the context of a given assessment task. This might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task
- an oral discussion of the expectations
- a task sheet that explains the expectations.

The important thing is that specifying what the expectations are of students for each individual task must take place at the beginning of the task so that students are fully aware of what is required.

When awarding final levels in year 5 teachers should always use the published criteria. When clarifying expectations for students, teachers must ensure that they do not alter the standard expected in the published criteria, or introduce new strands.

## F1.3 Appropriate tasks for final assessment

Each different type of assessment task must address at least one of the assessment criteria.

The choice of appropriate tasks is essential; it is **not** valid to assess pieces of work that do not address at least one of the criteria. For schools opting for IB-validated grades, judgments based on anything other than the MYP criteria for the subject would be disregarded during the moderation process. (Please see section F3.)

Teachers must be aware that some types of task might be inappropriate for assessing certain skills. For example, simple multiple-choice tests may only be suitable for making judgments about knowledge, basic understanding and some simple application skills; they are generally inappropriate for assessing in-depth knowledge, historical skills or experimental skills in science, for instance.

Although interdisciplinary work is encouraged in the MYP, teachers must ensure that they have used the assessment criteria from different subject groups to assess different aspects of a task. For more information on interdisciplinary teaching and learning in the MYP, please refer to *MYP guide to interdisciplinary teaching and learning*.

## F1.4 Authenticity of work

It is the responsibility of the school, through the MYP coordinator, to ensure that student assessment is conducted in a proper manner. It is essential that all work used for final assessment is the individual student’s own work. If a school has any doubts about the

authenticity of work carried out by students, results must be withheld for those students until the matter is resolved by the school and cases of suspected malpractice by students dealt with.

It is the responsibility of a school requiring IB-validated grades to submit to the IB only **authentic** work and results for students. If the school has any doubts about the authenticity of a piece of student work, **it should not be included in the moderation sample**.

Schools must send samples of work accomplished only by students who are **registered as candidates** for IB-validated grades for that year, even though other non-registered students might be following the same courses.

#### **F1.4.1 Individual work**

It is the responsibility of the school to ensure that students are assessed according to their own **individual achievement** against the assessment criteria. Group work must only be used in final assessment and included in moderation samples where the individual students' contributions are **clearly visible**. Where individual contributions cannot be seen in moderation samples, a group level will be awarded, then divided by the number of students in the group. This could negatively affect the final grades of all students.

### **F1.5 Conducting final assessments**

#### **F1.5.1 Collecting the information**

At intervals during the students' final year in the subject, teachers may use variants of the given assessment tasks in order to make judgments about their students' performance against the assessment criteria (see section F3.2). In order to help schools with the timing of the preparation of moderation samples, work from the end of year 4 of the programme can be included, provided the final year assessment criteria have been used. The sample must also include work produced in year 5. Many of the tasks will allow judgments about levels to be made with regard to more than one criterion. A few tasks (for example, technology units of work) will allow judgments to be made against **all** the criteria for a subject.

For the purposes of final assessment, teachers **must** ensure that, for each student, they make **at least two judgments against each criterion**, unless stated otherwise in the subject group guide. This can be achieved by using some kinds of assessment task more than once, or by incorporating other types of assessment activity.

**Example:** Each science subject has **six** assessment criteria. Therefore, **at least twelve** judgments (two per criterion) must be made for each student in the final year for the purposes of final assessment. However, as more complex tasks will normally be assessed using several criteria, final assessment may rest on a limited number of tasks.

#### **F1.5.2 Making a final judgment**

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate level for each criterion.

Where the judgments for a criterion differ, the teacher must decide which level best represents the student's final standard of achievement. The final levels for each criterion must then be added together to give a final criterion levels total for each subject for each student.

### F1.5.3 Criterion levels totals

The criterion levels totals for the subjects are:

language A	30	sciences	36
language B (all phases)	32	standard mathematics	28
history	32	extended mathematics	28
geography	32	dance	34
humanities	32	drama	34
economics	32	film	34
business studies	32	music	34
philosophy	32	visual arts	34
biology	36	physical education	32
chemistry	36	computer technology	36
physics	36	design technology	36
personal project	28	technology	36

### F1.5.4 Standardization of internal assessment

If more than one teacher is involved in one subject for a single year group the school **must ensure standardization** of internal assessment is carried out to provide a common system for the application of the assessment criteria to each student.

Standardization of internal assessment is best achieved by:

- the use of common assessment tasks
- shared assessment between the teachers involved
- regular contact between the teachers.

## F1.6 Grade boundaries and final grades

**For schools registering students for IB-validated grades** the grade boundaries published in this handbook will indicate the estimated final grade when criterion levels totals are submitted. The final grade will be calculated by the IB assessment centre in Cardiff after the moderation process. The IB assessment centre in Cardiff will apply the grade boundaries to the moderated totals after the moderation process to determine final grades.

**Schools not requiring IB-validated grades** should use the grade boundary tables published in this handbook to determine final grades. However, it is recognized that if additional criteria are included, the grade boundary tables as published will not apply. In these cases, schools should follow the principle of setting grade boundaries based on the effects of having additional criteria.

On IB documents all MYP subjects receive final grades in the range from 1 to 7. The general IB grade descriptors in section F1.8 indicate the achievement required for the award of each grade. These descriptors are used when determining grade boundaries in each of the subjects and appear on the back of the record of achievement.

Language A		Standard mathematics, extended mathematics	
Grade	Boundaries	Grade	Boundaries
1	0-4	1	0-4
2	5-9	2	5-8
3	10-14	3	9-12
4	15-19	4	13-17
5	20-23	5	18-21
6	24-27	6	22-25
7	28-30	7	26-28
Language B all phases (for use from September 2012 or January 2013)		Language B foundation, language B standard and language B advanced (for use until June 2012 or December 2012)	
Grade	Boundaries	Grade	Boundaries
1	0-3	1	0-8
2	4-7	2	9-16
3	8-12	3	17-23
4	13-17	4	24-30
5	18-22	5	31-36
6	23-27	6	37-42
7	28-32	7	43-48
Language B sign languages, classical languages, revival languages (for use from September 2012 or January 2013)		History, geography, humanities, philosophy, economics, business studies (for use until June 2012 or December 2012)	
Grade	Boundaries	Grade	Boundaries
1	0-8	1	0-7
2	9-16	2	8-12
3	17-23	3	13-18
4	24-30	4	19-23
5	31-36	5	24-28
6	37-42	6	29-33
7	43-48	7	34-38

History, geography, humanities, philosophy, economics, business studies (for use from September 2012 or January 2013)		Biology, chemistry, physics, sciences	
Grade	Boundaries	Grade	Boundaries
1	0-3	1	0-5
2	4-7	2	6-11
3	8-12	3	12-18
4	13-17	4	19-24
5	18-22	5	25-28
6	23-27	6	29-32
7	28-32	7	33-36
Computer technology, design technology, technology		Dance, drama, film, music, visual arts	
Grade	Boundaries	Grade	Boundaries
1	0-5	1	0-3
2	6-9	2	4-8
3	10-15	3	9-13
4	16-21	4	14-20
5	22-26	5	21-25
6	27-31	6	26-30
7	32-36	7	31-34
Physical education		Personal project	
Grade	Boundaries	Grade	Boundaries
1	0-5	1	0-4
2	6-10	2	5-8
3	11-15	3	9-12
4	16-20	4	13-16
5	21-24	5	17-20
6	25-28	6	21-24
7	29-32	7	25-28

## F1.7 Summary: From final assessment to IB grades

1. Where more than one teacher is involved, common standards are set (standardization of internal assessment).
2. Student performance is assessed against the published assessment criteria for each subject.
3. Criterion levels totals for each subject are established for each student.
4. Teachers apply the grade boundaries to estimate the final grade for the student in each subject. In the case of moderation, please note that these are estimated grades and **may change** as a result of the moderation process.

At this stage each student will have an (estimated) grade for each subject and the personal project.

## F1.8 General grade descriptors

The grade descriptors appear on the back of the record of achievement.

Grade	Descriptor
Grade 1	<b>Minimal</b> achievement in terms of the objectives.
Grade 2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
Grade 3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
Grade 4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .



## F1.9 Copyright in student material submitted to the IB

### F1.9.1 Types of material submitted

Materials in a variety of forms are produced by students and submitted to the IB for moderation or monitoring of assessment. These materials include all forms of written work, audio and visual materials, computer programs and data, and may, in certain cases, contain images of the students themselves. They may be electronically scanned or reproduced by the IB in different media. For whatever reason these materials are held, they are always held on behalf of the IB.

### F1.9.2 The IB's use of student material under licence

Students retain copyright in work they create themselves. However, when the school submits their materials to the IB, students are deemed to be granting the IB a non-exclusive worldwide licence, for the duration of the statutory copyright protection, to use the materials as described in the paragraphs below.

This licence shall be free of charge and become effective for moderation and monitoring of assessment materials as soon as these materials are received by the moderators or by the IB, unless the student notifies the IB **at the time of submission** that he or she intends to retain exclusive copyright in identified materials. However, the IB expects this right to be exercised only rarely, for exceptional works, especially of art or music, or for original computer programs; in short, for material that has commercial value or contains very personal or confidential matter for which protection in this way is appropriate.

Those students whose work is used or included in moderation or in monitoring of assessment samples must be informed that their work will be submitted to the IB and may be retained for future use.

The IB reproduces submitted materials, in various media, for assessment, educational, training and/or promotional purposes in the context of its own activities or related activities of which it approves. In so doing, it will remove all names and any information that may lead to the identification of the student or of the school. Where appropriate, and for its reasonable purposes, the IB will edit the work and may also translate it.

In some circumstances, teachers from MYP schools who have received training at IB-run workshops may use such submitted materials in the form in which they were reproduced for that workshop in subsequent in-school training.

All materials submitted to the IB for these purposes become the property of the IB, which is entitled to retain the materials for future use or destroy them according to its needs.

### F1.9.3 Option to retain exclusive copyright

Students wishing to retain the exclusive copyright in their work must notify the IB of this at the time of the submission of the work.

In all cases, to be valid, the notification must be filed with the IB assessment centre in Cardiff in writing on behalf of the student by the MYP coordinator. Please use the form entitled *Student claim of exclusive copyright*. In these cases, the IB will use the materials only for the specific assessment purpose for which they were submitted and destroy them after nine months unless otherwise instructed by the school.

## **F1.10 Copyright in teacher material contained within student work submitted to the IB**

### **F1.10.1 Types of material submitted**

Materials in a variety of forms are produced by teachers and sent with student work to the IB for moderation, monitoring of assessment or exemplification purposes. These materials include tasks, units of work, markschemes, teachers' instructions and other documents included in student samples. They may be electronically scanned or reproduced by the IB in different media. Where these materials are held for moderation and monitoring of assessment purposes by an IB moderator or the IB, they are always held on behalf of the IB.

### **F1.10.2 The IB's use of teacher material under licence**

The IB may sometimes need to provide information about, or reproduce, the tasks that students were set in order to put their work into context. Where the teacher(s) at the school created these tasks within the terms of their contract of employment, the school will probably hold the copyright.

While retaining copyright themselves in these tasks, upon submitting materials to the IB, schools and teachers are deemed to be granting the IB a non-exclusive worldwide licence, for the duration of the statutory copyright protection, to use the materials in any medium for assessment, educational, training and/or promotional purposes in the context of the IB's activities or related activities of which it approves. This in no way prevents the school or the teacher from using the material as they would otherwise wish.

This licence shall be free of charge and become effective for moderation and monitoring of assessment materials as soon as these materials are received by the moderators or the IB.

Those teachers whose tasks and other documents are used or included in moderation or in monitoring of assessment samples, must be informed that these may be used by the IB. **It is the MYP coordinator's responsibility to inform teachers about this clause.**

In such cases, the work may be edited or translated and all names and any information that may lead to the identification of the school will be removed before publication (in print, CD-ROM or online).

Where submitted work contains material that is the copyright of a third party, teachers **must** ensure that information about the source is attached to the student work. The IB will then, if necessary, be able to obtain permission from the copyright-holder to use it. Teachers must be advised to keep accurate records of material they use.

If schools do not wish to grant this licence, student work dependent on such material must not be submitted.

## **F1.11 Use of moderation and monitoring of assessment samples**

Sections F1.9 and F1.10 regarding copyright protection state that schools grant the IB a non-exclusive worldwide licence to use any material included in moderation and/or monitoring of assessment samples for educational purposes when producing resources. Consequently, moderators and monitors, who are the guardians of, respectively, moderation and monitoring of assessment samples, have the responsibility to:

- send at least **one** task and the accompanying student work per moderation/monitoring of assessment session to IB global centre, The Hague
- complete an MYP student work recommendation form as stated in the latest *MYP guidelines for moderators*
- store the rest of the samples for a minimum of nine months
- **“maintain the confidentiality of the material submitted for moderation at all stages, and not use this material for any other purpose, nor share it with third parties”** as stated in the *Moderator conditions of appointment and duties*.

The recommended material sent to IB global centre, The Hague is processed by IB staff for its eventual use as part of IB resources. This process includes:

- checking for copyright issues
- making the material anonymous
- identifying any cultural bias
- adjusting achievement levels
- formatting the material for print and online publication
- digitizing the material for use on the workshop resource centre (WRC) and the OCC
- translating the materials into the working languages of the IB.

Under no circumstances can moderators, monitors or workshop leaders use or share any material from moderation or monitoring of assessment samples without requesting prior authorization from IB global centre, The Hague.

## F2 MYP certification (only for schools requiring IB-validated grades)

### F2.1 Requirements for validation of grades

Schools that choose to register their students for IB-validated grades are required to use the published assessment criteria and the prescribed minimum tasks to ensure appropriateness and comparability in their assessments. They must also participate in the process of IB moderation. Schools must:

1. register subjects and students on IBIS by the dates prescribed by the IB in section G2 (please see section G for detailed information on how to register subjects and students on IBIS)
2. use prescribed minimum tasks (see section F3.2)
3. use the published assessment criteria—where appropriate, include task-specific clarifications that elaborate on the published assessment criteria (details can be found in the general report for the appropriate subject)
4. follow the procedures for external moderation (see section F3)

5. be able to supply original student work in English, Spanish or French. For schools that have different languages of instruction in different sections of the school, a sample can be provided from the section where English, Spanish or French is the language of instruction to represent the whole school, provided that internal standardization of assessment has taken place across all sections of the school.

Failure to follow the given procedures may mean that certificates and records of achievement cannot be provided.

## F2.2 IB certification documents

For those schools that wish to have IB-validated grades for their MYP students, the IB can provide for each student:

- the **MYP certificate**, where appropriate, which indicates an overall standard of achievement in all aspects of the MYP (provided the requirements in section F2.4 for the award of the certificate are satisfied)
- an **MYP record of achievement**, which gives a final grade for each subject studied and states, where appropriate, that community and service requirements have been met (see section D3.2.3 for an example of a record of achievement). Please note that students registered for IB-validated grades are still eligible for the record of achievement even if they have not met the conditions for the award of the MYP certificate.

## F2.3 School-based certification

Schools that do not wish to have IB-validated grades for their MYP students sometimes request permission to create their own end-of-programme certificates.

This is permitted on the understanding that no such school certificate could be mistaken in any way for an official IB certificate. The certificate must clearly show that it has been issued by the school and not by the IB and that it indicates the participation, performance or achievement of that student **within the Middle Years Programme of that school**.

Use of the IB World School logo (smaller and less prominent than the school's own logo, see [www.ibo.org/communications/schools](http://www.ibo.org/communications/schools)) is permitted on a certificate of participation but not on a record or certificate of achievement since this might imply IB-validated grades.

## F2.4 Award of the MYP certificate

The IB will issue an MYP certificate to each student who satisfies the following conditions. The student must:

- be registered, and have gained at least a grade 2 in at least one subject per subject group of the MYP (but please note that a second language A may be taken instead of a language B)
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final two years
- have met the expectations of community and service to the satisfaction of the school
- have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63. (This total and the maximum will be different in the case of the mother-tongue language option or if a

student has gained an exemption due to special educational needs.) If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP record of achievement.

For information on the whole process of certification, please refer to section G. For information specifically on the award of the MYP certificate to students with special cases, please refer to section G14.

## F3 External moderation (only for schools requiring IB-validated grades)

**Reminder:** The content of this section **also applies** to schools that have been approved for the curriculum flexibility option and wish to register students in the “Anticipated” category (see section D2.4).

### F3.1 Principles and aims of external moderation

The flexibility of the MYP syllabus content, teaching style and mode of assessment gives rise to issues of comparability. If the IB is to issue subject results based on a parity of measurement, it must ensure that common grade standards are being applied by all schools and to different subjects.

The term **moderation** refers to the checking and unifying of assessment standards; adjustment of results may or may not be required following this process depending on whether the assessment of the subject meets a predetermined standard.

### F3.2 Prescribed tasks for moderation

For schools that request IB-validated grades, the **minimum** assessment tasks required for moderation purposes are given in the following table and further information is provided in the guide for each subject group. The MYP coordinator must ensure that teachers refer to the latest issue of the relevant subject group guide.

Please note that, for practical reasons, moderation depends largely on written evidence of student performance. This **in no way** implies that student assessment should be limited to written assignments or tasks; teachers should use **a full range** of assessment tasks in the final assessment of their students.

The following list of tasks is prescriptive for schools requiring IB-validated grades and sending samples for moderation. However, **additional** forms of assessment should be used outside the moderation contexts, provided the students’ work in the subject can be validly judged against the appropriate subject assessment criteria. The final criterion totals and student grades should not be based only on these prescribed tasks.

If an interdisciplinary task has been used, and teachers from both subject groups wish to submit it for moderation, it must be made clear how teachers have ensured that the assessment criteria used have assessed different aspects of the task. For more information on interdisciplinary teaching and learning in the MYP, please refer to *MYP guide to interdisciplinary teaching and learning* (2010).

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Subject	Assessment tasks
Language A	<ul style="list-style-type: none"> <li>• One essay (argumentative, persuasive or analytical piece of writing) of 500–1,000 words or 600–1,200 Chinese characters in length.</li> <li>• One piece of creative writing (for example, poetry, short story, dramatic scene, pastiche) of a maximum of 1,000 words or 1,200 Chinese characters, plus an optional rationale of a maximum of 300 words or 360 Chinese characters.</li> <li>• One response to literature:             <ul style="list-style-type: none"> <li>• response to literature option A: a written personal response, demonstrating the student's ability to approach work in an independent fashion, of 500–1,000 words or 600–1,200 Chinese characters in length</li> <li>• response to literature option B: an oral personal response, demonstrating the student's ability to approach work in an independent fashion, of 3–5 minutes in length. Only individual oral tasks (no group work) may be submitted. Please also refer to the important notes for oral work in the "Language A: Moderation" section of the <i>Language A guide</i>.</li> </ul> </li> </ul>
Language B foundation, language B standard, language B advanced (for use until June 2012 or December 2012)	<ul style="list-style-type: none"> <li>• One writing assignment, produced under supervision in class, of at least:             <ul style="list-style-type: none"> <li>• 150 words for language B foundation (180 characters minimum for Chinese and 300 minimum for Japanese)</li> <li>• 200 words for language B standard (240 characters minimum for Chinese and 400 minimum for Japanese)</li> <li>• 300 words for language B advanced (360 characters minimum for Chinese and 600 minimum for Japanese).</li> </ul> </li> <li>• Two reading comprehension exercises completed under supervision in class of an approximate total per task of:             <ul style="list-style-type: none"> <li>• 500 words/characters for language B foundation</li> <li>• 750 words/characters for language B standard</li> <li>• 1,000 words/characters for language B advanced. One of the texts <b>must</b> be of a literary nature.</li> </ul> <p><b>Note:</b> Reading comprehension texts used must also be of a difficulty appropriate to the designated level.</p> </li> <li>• An audio cassette or CD recording of an oral activity that must be 3–5 minutes in length, regardless of the level.</li> </ul>

<p>Language B all phases (for use from September 2012 or January 2013)</p>	<ul style="list-style-type: none"> <li>• Criterion A: One recording of an interactive oral task conducted under supervision in class. This can be recorded on an audio cassette, compact disc (CD) or digital video disc (DVD).</li> <li>• Criterion B: One visual interpretation task completed under supervision in class.</li> <li>• Criterion C: One reading comprehension task completed under supervision in class.</li> <li>• Criterion D: One writing task produced under supervision in class.</li> </ul> <p><b>Note:</b> One judgment only is required against each criterion for language B. Please refer to the <i>Language B guide</i> (2012) under the section “Moderation” for specific text length and word requirements, and word character equivalencies.</p>
<p>Language B—Sign languages</p>	<p>For a sign language to be approved for registration, the following tasks are required to be submitted. Please refer to section G3 in this handbook for details of the process for approval of special request languages. <b>One judgment only</b> is required against each criterion A, B and C.</p> <ul style="list-style-type: none"> <li>• Criterion A: View two signed texts and respond with a commentary.</li> <li>• Criterion B: Create and participate in a video-recorded signed text, duration 3–5 minutes.</li> <li>• Criterion C: Participate in a signed exchange, duration 3–5 minutes, to convey ideas and justify opinions.</li> </ul>
<p>Language B—Classical languages</p>	<p>For a classical language to be approved for registration, the following tasks are required to be submitted. Please refer to section G3 in this handbook for details of the process for approval of special request languages. One judgment only is required against each criterion A, B and C.</p> <ul style="list-style-type: none"> <li>• Criterion A: Translation and comprehension of an unseen passage.</li> <li>• Criterion B: Short answer response to at least two passages from prepared texts of different authors, each of at least 100 lines.</li> <li>• Criterion C: A piece of work that describes some aspect of the classical world using sources. This can be classwork, homework, a presentation or project.</li> </ul>

<p>Language B—Revival languages</p>	<p>For a revival language to be approved for registration, the following tasks are required to be submitted. Please refer to section G3 in this handbook for details of the process for approval of special request languages. One judgment is required against criterion A and criterion B, and two judgments against criterion C.</p> <ul style="list-style-type: none"> <li>• Criterion A: One recording (audio cassette or compact disc (CD)) of an oral activity of 3–5 minutes total.</li> <li>• Criterion B: One writing assignment of a minimum of 150 words or morphemes, produced under supervision in class.</li> <li>• Criterion C: Two reading comprehension exercises, or Two listening comprehension exercises, or One reading and one listening comprehension exercise.</li> </ul> <p><b>Note:</b> Both exercises must be completed under supervision in class. There is no minimum word or time limit set for a reading or listening comprehension text, as the needs of revival languages do not lend themselves to this. However, the texts must be of a suitable length so that it is possible to ask a range of questions pertaining to the criterion C descriptors, and the difficulty of the texts must present a challenge to the students.</p>
<p>History, geography, humanities, philosophy, economics, business studies (for use until June 2012 or December 2012)</p>	<ul style="list-style-type: none"> <li>• A piece of extended writing (for example, essay, research paper, project) of approximately 700–1,200 words in length.</li> <li>• An end-of-unit or end-of-term test, including paragraph writing.</li> <li>• A piece of classwork or homework.</li> </ul>
<p>History, geography, humanities, philosophy, economics, business studies (for use from September 2012 or January 2013)</p>	<p>In order to provide two judgments for each criterion, a minimum of two tasks must be submitted and a maximum of three. Options for tasks include:</p> <ul style="list-style-type: none"> <li>• a piece of extended writing, approximately 700–1,500 words in length in English, French or Spanish</li> <li>• a test</li> <li>• an assignment of choice.</li> </ul> <p><b>Note:</b> All objective strands must be addressed across the two to three examples of tasks that are submitted for moderation, but it is not necessary for each task to address all objective strands.</p>



Biology, chemistry, physics, sciences	<ul style="list-style-type: none"><li>• A scientific investigation designed and carried out independently by the student. Criteria D, E and F must be used to assess this task.</li><li>• An end-of-unit or end-of-term test or examination. Criterion C must be one of the criteria used to assess this task.</li><li>• A piece of writing by the student of approximately 700–1,200 words in length. Criteria A and B must be used to assess this task.</li></ul> <p><b>Important:</b> The piece of writing generally referred to as the “one world assignment” or “one world essay” could take the form of a presentation (oral, PowerPoint® or multimedia) provided the task allows students effectively to reach the highest level of criterion A. For the submission of oral and multimedia presentations to be acceptable, a written transcript of the presentation must accompany the work.</p> <p><b>Note:</b> Students will be expected to acknowledge the sources of information and document these appropriately.</p>
Standard mathematics, extended mathematics	<ul style="list-style-type: none"><li>• A broad-based classroom test/examination composed of a range of questions and problems, in familiar and unfamiliar situations, covering at least three of the branches of the framework for mathematics, and which allows students to reach all levels of achievement.</li><li>• A mathematical investigation, done under test conditions, where students are given the opportunity to recognize patterns, describe them as relationships or general rules, and justify or prove them.</li><li>• A real-life problem where students are given the opportunity to apply mathematics to a real-life context, reflect upon and evaluate their findings.</li></ul>

<p>Dance, drama, film, music, visual arts</p>	<ul style="list-style-type: none"><li>• Evidence of students' achievement must be submitted from <b>a unit of work</b> that has been assessed using all four criteria. The appropriate outcomes for each criterion must be included:<ul style="list-style-type: none"><li>• criterion A—evidence of work in which the student places his or her own work in the broader context of the art form studied</li><li>• criterion B—evidence of work that has reached a point of realization <b>and</b> process work that has contributed to this work, assessed as a whole</li><li>• criterion C—student reflection and personal evaluations that relate to his or her artistic processes and development at different stages of his or her work</li><li>• criterion D—comments by the teacher, and student if desired, relating to personal engagement, based on this unit of work.</li></ul></li><li>• A <b>second</b> judgment for each criterion must be provided. This can be from a second unit of work as above, <b>or</b> from discrete tasks. These might be tasks that were not part of a unit of work but were required for the student's artistic development and were assessed using the assessment criteria.</li><li>• The developmental workbook will contain evidence to support the above and teachers should help students to select the appropriate sections according to the work that is submitted.</li></ul>
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Physical education	<ul style="list-style-type: none"> <li>Two pieces of written work that show the student's use of physical education knowledge.  <b>Note:</b> Topics that do not have a physical activity focus (for example, substance abuse or nutrition), assessed against criterion A, are suitable for moderation. Topics such as driver education, extracurricular sport selection and marching band are not suitable for assessment and will receive a "not moderated" (NM), if submitted.</li> <li>Video evidence of the student's compositional and performance abilities—that is, the student performing their own composition (written evidence that demonstrates that the student actually composed the sequence—or which part of the composition they created if part of a group—<b>must</b> be included).</li> <li>Video evidence of the student's performance in another physical activity.  <b>Note:</b> Criterion D must be assessed by the teacher and written once on the coversheet <i>Form F3.1</i> for each student folder submitted. A thorough justification of the level awarded for criterion D must be documented by the teacher on the reverse of the <i>Form F3.1</i>. The level achieved by each student for criterion D will not be subject to moderation.  <b>Note:</b> For physical education, the video evidence of student performance may be recorded on standard VHS videocassette, CD-ROM or DVD. For practical reasons, digital tapes cannot be accepted.</li> </ul>
Computer technology, design technology, technology	<ul style="list-style-type: none"> <li>Two completed units of work, each of which: <ul style="list-style-type: none"> <li>includes all the stages of the design cycle</li> <li>is organized in a design folder made up of five sections—one for each assessment criterion A–E (investigate, design, plan, create, evaluate)</li> <li>includes the product itself, or a visual representation (photographs or videos) if the product cannot be sent</li> <li>includes information about the student's attitudes in technology throughout the unit of work (criterion F).</li> </ul> <b>Note:</b> If schools are using a particular piece of software other than Microsoft Office®, they must supply an executable version of the product. Video presentations must be sent on a CD in a format readable by any computer. </li> </ul>
Personal project	<ul style="list-style-type: none"> <li>The personal project, which includes the report and the outcome/product or photographs of outcome/product.</li> <li>Extracts from the process journal to support the level awarded for criterion A.</li> </ul>

### F3.3 Explanation of the process

For moderation of MYP subjects and the personal project, schools must each year submit samples of students' work, assessed by teachers for each subject, to external moderators appointed by the IB. This enables the IB to ensure that the school has used appropriate standards. The process is applied separately to each subject and to the personal project. If moderation reveals, for example, that a school has been too harsh in its judgments, achievement levels may be adjusted to provide levels the moderators regard as better representative of the students' achievement.

The moderation samples are used to determine moderation factors, which are then applied to criterion totals that schools send in later in the year (June/July for the June session, December/January for the December session). In order to help schools with the timing of the preparation of moderation samples, work from the end of year 4 of the programme can be included, provided the final year assessment criteria have been used. The sample must also include work produced in year 5.

Schools are invited to recommend teachers who would be interested in becoming moderators. Please fill in the *Teacher recommendation form* on IBIS to recommend teachers as moderators, and include a curriculum vitae for each teacher with a brief description of their MYP experience at your school. See also section D7 (IB Educator Network).

### F3.4 Adjustment of results

If the moderation process determines that an overall adjustment of a school's standards for a subject is required, then a moderation factor will be applied to the **criterion levels totals** submitted by the school in that subject. This is the case for all schools, even in their first year of moderation. Schools are reminded of the availability of the **monitoring of assessment** service as part of possible preparation for the moderation process (see section F4).

The teacher's judgments and the student work with all accompanying documentation submitted as samples will form the basis of the evidence used for moderation. It is therefore essential that the teacher include the required documentation in the background information (see section F3.8.3).

The moderation factors, if any, to be applied to schools' criterion levels totals are determined by comparing the teacher's and the moderator's totals in the sample received. In most cases, two judgments per criterion are recorded on each *Form F3.1*, thus providing two totals from the teacher for each student. For example, in language A, the levels for criteria A, B and C are added to give a total out of 30. Following moderation, there will also be two totals given by the moderator on each form. Across a sample of eight students, sixteen pairs of totals are compared, in descending order. If there is no or almost no difference between the teacher's and the moderator's totals, no moderation factors will be applied. Please see example 1.

If the teacher's totals are consistently higher by two, for example, a factor of minus 2 will be applied to all students' totals in that subject. It is assumed that the teacher's application of the assessment criteria in the sample is representative of his/her application of the criteria throughout the year and in relation to all students. Please see example 2.

It is often the case that more than one moderation factor is applied to the range of student totals. This occurs when the teacher is found to be progressively more overgenerous from the lower end to the upper end, for example. (Deviations from the general pattern are

disregarded.) In such a case, different moderation factors are applied to groups of totals. Please see example 3.

### F3.5 Award of IB grades

Following any adjustment of results, final IB grades for each subject are determined by applying the grade boundaries to the moderated criterion levels totals.

### F3.6 2013 moderation

The IB will moderate internal assessment in the following subjects:

<b>language A:</b>	language A
<b>language B:</b>	language B all phases
<b>humanities:</b>	geography, history, economics, business studies, philosophy, humanities
<b>sciences:</b>	biology, chemistry, physics, sciences
<b>mathematics:</b>	standard mathematics, extended mathematics
<b>arts:</b>	dance, drama, film, music, visual arts
<b>physical education:</b>	physical education
<b>technology:</b>	computer technology, design technology, technology
<b>personal project:</b>	personal project

It is important to note that moderation takes place for each of these subjects, which may differ in name and organization from school-specific subjects.

In the sciences, humanities and technology subject groups, schools can choose to register students in sciences, humanities or technology rather than discrete subjects within these groups. In such cases, tasks submitted for moderation must be either the result of collaborative planning between teachers, or have been assessed by the teachers of all discrete subjects as part of a regular standardization process. There will be one moderation report and one grade on the students' records of achievement.

Samples sent for moderation in sciences, humanities or technology must:

- include evidence of collaborative planning and/or standardization between teachers within the subject group
- show evidence of student achievement against concepts and skills and the objectives of the subject group as stated in the relevant guide.

Schools can also register for humanities when the course that they offer is not covered by the current registration options, for example, in the case of government or politics.

Please see section G2 regarding the **deadlines** for the registration process. For further information regarding registration in non-sampled languages A and B see sections G8.1 and G8.2.

## F3.7 Moderation procedures

### F3.7.1 Selection of moderation samples

Moderation samples will need to be submitted for **all subjects** in which students have been registered by the school.

In order to help schools with the timing of the preparation of moderation samples, work from the end of year 4 of the programme can be included, provided the final year assessment criteria have been used. The sample must also include work produced in year 5.

The **sample for each subject** must comprise folders of work for **five** students. The choice of students may vary from subject to subject.

Teachers are requested to include folders from:

- **three** students whose work represents a spread around the average level of ability within the school for the subject
- **one** student whose work is comparatively good
- **one** student whose work is comparatively weak.

If the group of MYP students registered for a subject within the school consists of four or fewer students, then folders of work from all these students must be sent for moderation, regardless of their level of ability.

Schools are reminded that it is their responsibility to submit authentic student work (see section F1.4).

As the moderation samples consist of school and student work, please see sections F1.9 and F1.10 for information on student and school copyright.

### F3.7.2 Content of each sample

Moderation samples **lacking** in any of the following requirements may be **inadequate for moderation**. Videos, audio cassettes, CDs, CD-ROMs or any other media submitted for moderation need to be accompanied by a full written description of the contents and any assessment notes.

For practical reasons, group work, although very important as a part of teaching and learning, must not be submitted as part of a moderation sample.

**Exception:** The arts (performing arts) and physical education subject groups often use tasks throughout the final year that cannot be done individually. If these group tasks are sent for moderation, individual students' contributions must be clearly visible. Please see the moderation notes in the respective arts and physical education subject group guides. If further advice is needed, please contact [ibid@ibo.org](mailto:ibid@ibo.org).

Each folder of student work must:

- represent the work of only that student
- contain **at least** the minimum requirements specified in the appropriate guide (or the finished project in the case of the personal project)

- represent overall **two identified judgments** against each criterion, unless stated otherwise in the subject group guide; for some subjects, some criteria do not require any work to be sent for moderation. However, a judgment for those criteria still needs to be recorded on the coversheet (see subject group guides for further details)
- include the same tasks as other students wherever possible
- be submitted in English, French or Spanish (with the exception of languages A and B). Translated samples are not acceptable for moderation. Moderation in a particular subject will normally take place in only one language.

### F3.7.3 Background documentation

In addition to the pieces of student work, teachers must submit other documents that are essential for the assessment of student performance, such as:

- any relevant test or examination papers
- descriptions of the conditions under which the work was completed (guidance/ references provided, degree of redrafting permitted, time allocation, and so on)
- mark schemes
- worksheets or instructions/guidance notes given to students
- task-specific clarifications that elaborate on the published criteria (details can be found in the general report for the appropriate subject)—see section F1.2 for more details
- unit planners that give moderators an idea of the context in which the task was set. The moderator will not comment on the unit planner itself, only on the background information on the tasks that it provides.

Teachers are required to include a copy of the previous year's moderation report for that subject. If it is the school's first year of sending samples for moderation, teachers are requested to include the monitoring of assessment report, if the school has made use of this service.

If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

This documentation should be included in a **separate background information folder** and should not be duplicated for each student.

Schools are asked to avoid the use of plastic folders that are not easy to recycle.

### F3.7.4 Sample folders and coversheets

For each MYP subject registered for moderation, teachers are requested to use the following guidelines when organizing the assessment tasks selected for each of the five students.

1. The work of each student must be in a separate folder and be accompanied by a completed coversheet *Form F3.1* and, should a student want to retain exclusive copyright in a particular piece of work submitted for moderation, by a completed and signed *Student claim of exclusive copyright* form.
2. The IB coversheet completed for each student must:
  - be included with the folder

- identify the school, school code, subject and student
  - describe the nature and title of the assessment tasks in the folder
  - record two judgments (unless otherwise stated by the IB in the subject group guides) made against each criterion for the different tasks
  - include any relevant information on the reverse of the coversheet that may be helpful to the moderators in understanding the student's performance for a particular task or in general (for example, the amount of support provided)
  - record a judgment for criteria that are not moderated (for example, criterion F in the sciences).
3. Each task included within a folder must:
- be clearly labelled to enable moderators to identify easily how the task corresponds to the coversheet; this labelling should include the corresponding number on the coversheet, the name of the student, the name of the school and the nature and title of the task
  - identify clearly where and how the assessment criteria are assessed within the task, and the levels awarded by the teacher. This must correspond to the criteria and levels marked on *Form F3.1*.

The teacher must sign the coversheet to **authenticate** the information provided. In the case of several teachers being involved in any particular subject, one teacher must sign the form for the subject concerned and the names of teachers involved in internal standardization must be included where appropriate.

A different coversheet, *Form F3.2*, must be used for the submission of sample personal projects. This form allows supervisors to include explanatory comments on the award of levels for each criterion to facilitate the process of moderation.

A master copy of the coversheets and completed examples are available in the forms section of this handbook.

It is the responsibility of the MYP coordinator to ensure that the latest versions are being sent to the IB assessment centre in Cardiff. The forms included in this edition of the *MYP Coordinator's handbook* are available in both PDF and Microsoft Word<sup>®</sup> formats.

**Note:** Samples that are lacking in any of the above requirements may be inadequate for moderation. Where material for moderation is insufficient or submitted late, certificated results may be impossible to issue, or delayed until the appropriate information has been delivered to the IB assessment centre in Cardiff. MYP grades will not be issued in subjects where moderation has not been possible. This will, in turn, prevent students from being awarded the MYP certificate. It must be emphasized that schools, not the IB assessment centre, are responsible for the outcome of the certification process if moderation samples are incomplete or if they are inappropriate for the purposes of moderation.

### F3.7.5 Checklists

Moderation checklists for subjects and the personal project are available on IBIS under the tab **Handbook**. Moderators can access the forms through the handbook by selecting **Forms for use in the MYP**. These checklists must be given to the teachers who are preparing the moderation sample. On completion of the sample, these checklists must be completed by the teacher, signed by the teacher and coordinator, and included in each sample to be sent.



Master copies of the moderation checklists are also available in the forms section of this handbook.

### **F3.7.6 Moderation samples and final assessment**

The submission date for moderation samples is likely to come well before a school is ready to provide final results. It is expected that schools will continue to make student assessments after moderation samples have been submitted. However, to satisfy the IB requirements the folders of work submitted for moderation must include all elements specified in section F3.7.4.

**Note:** It is important to remember that moderation is aimed at checking and adjusting the teachers' assessment standards rather than assessing the final achievement level of the students. It may well happen that a student whose work has been submitted in the moderation sample of a subject reaches different achievement levels when final assessment is conducted by the teacher.

### **F3.7.7 Submitting moderation samples electronically**

Schools are encouraged to consider alternatives to paper-based moderation samples. Many are already submitting samples on CD-ROM; it is hoped that more schools will adopt this format in the interests of reducing courier costs and environmental impact. Schools are also asked to consider uploading samples onto websites such as Basecamp in order to avoid sending any physical materials at all. Schools that are interested in pursuing this option are asked to contact [ibid@ibo.org](mailto:ibid@ibo.org) for further information and to indicate in the subject heading "MYP moderation". It is important that all background information and student work on the CD-ROM or uploaded onto websites be clearly organized and easy to navigate, as is required in a paper sample.

Samples must be uploaded by the same dates as mentioned in F3.8.8.

### **F3.7.8 Mailing of moderation samples**

Any mailed sample materials, including those sent for anticipated candidates, must reach moderators at the latest by:

- 15 April 2013 (June 2013 session)
- 15 October 2013 (December 2013 session).

If mailing samples, it is required that schools use a courier service to guarantee delivery on time as well as safe delivery of samples, as packages sent by courier service can be tracked. Where material for moderation is submitted late, student results may be delayed until after the appropriate information is supplied to moderators.

**Please note that samples sent for moderation are not returned to the school.**

Moderation samples must be sent directly to moderators at the addresses indicated in the school tab on IBIS. **Under no circumstances should schools make direct contact with moderators.** Telephone numbers are provided for courier service purposes only. **Schools are asked to ensure that no charges will be made to moderators for the delivery of samples. It is the school's responsibility to ensure that samples arrive at their destination. Please specify "no commercial value" or "value \$1" on packages. Any charges that are incurred will need to be paid by the school.**

For further information please contact [ibid@ibo.org](mailto:ibid@ibo.org).

### **F3.8 Reports to schools**

For each subject in which students have been registered, the school will receive a report from the moderation team regarding the:

- background information
- suitability of the assessment tasks
- academic level of the subject followed
- use and application of the assessment criteria
- interpretation of the achievement level descriptors
- organization of the moderation samples
- suggestions for future samples.

The moderation reports will be available in the subject tab on IBIS starting from 1 September/1 February.

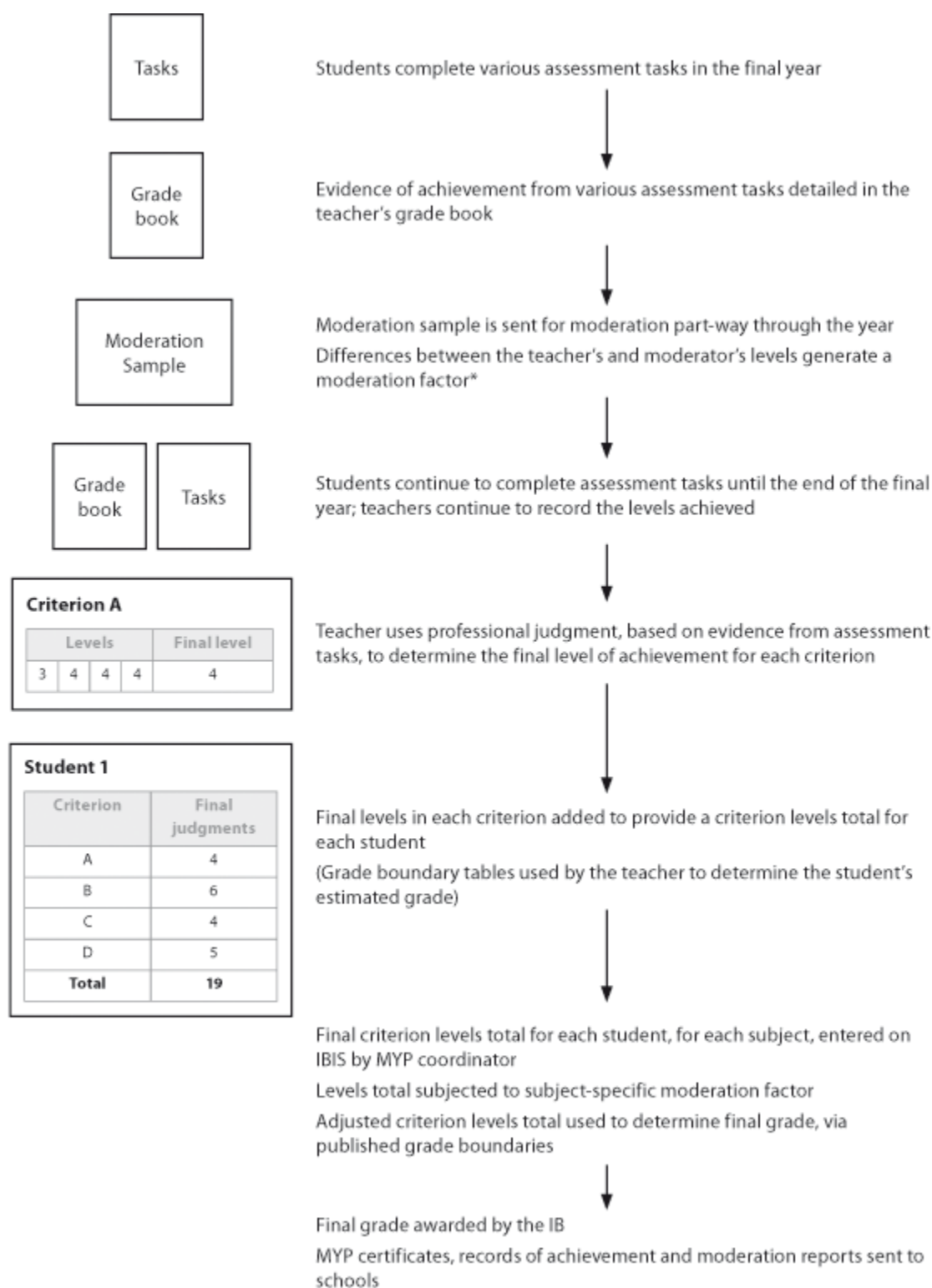
Schools should be aware that reports for language A and language B might be written in the subject language, rather than the school's working language.

Coordinators must ensure that teachers receive a copy of the report.

These school-specific reports must be read in conjunction with the general reports (available on the OCC and on IBIS).

If you have any queries about the reports, please contact [ibid@ibo.org](mailto:ibid@ibo.org).

### F3.9 Summary of the moderation process



\*little or no difference between levels result in a moderation factor of "0", that is, no change

## F4 Monitoring of assessment

### F4.1 Introduction

Monitoring of assessment is a service available to IB World Schools offering the MYP that allows schools to send samples of assessed student work in order to receive feedback from an experienced MYP monitor in the form of a report. This service is subject to a fee (see section H2.1).

Schools can send samples from **years 1 to 5** of the MYP.

Schools applying for curriculum flexibility will be subject to compulsory monitoring of assessment in that particular subject group(s). Schools will be reminded of this through the curriculum flexibility application process. Compulsory monitoring of assessment will apply two years after the curriculum flexibility application is approved. This should be registered as monitoring of assessment for the purposes of programme evaluation. It will not apply to schools that are already registering for moderation in the subject(s). Please see section D2.4 for further information on curriculum flexibility.

Please note that translated samples can be sent for monitoring of assessment (except for languages A and B). Please specify in the background information if student work has been translated.

### F4.2 Principles and aims

Monitoring of assessment is intended to provide support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices, and uses the expertise of trained monitors and experienced MYP subject specialists. Monitoring of assessment has been developed to help schools apply MYP assessment principles to their own local circumstances. Monitoring of assessment is **not linked to validation of students' grades**, and, therefore, differs from the process of external moderation (see section F3 for details about MYP moderation of internal assessment).

In the case of the programme evaluation visit, monitoring of assessment not only provides guidance for the school but is also a means of ensuring that the school is succeeding in meeting the final objectives in the subject groups.

#### F4.2.1 Similarities and differences between moderation and monitoring of assessment

The following tables outline the similarities and differences between monitoring of assessment and moderation.

Similarities	
<p>Both monitoring of assessment and moderation:</p> <ul style="list-style-type: none"> <li>• use the services of trained moderators and MYP subject specialists selected by the IB</li> <li>• are offered only in the working languages of the IB—English, French and Spanish (except language A and language B); moderation/monitoring of assessment in a particular subject will take place in only one language</li> <li>• are conducted on a per subject basis</li> <li>• consider samples of student work representing achievement in the MYP subjects and the personal project</li> <li>• are based on the application of MYP objectives and published assessment criteria in order to ensure high standards</li> <li>• involve schools mailing to moderators sets of selected student work assessed according to the MYP assessment criteria</li> <li>• involve IB Cardiff sending a report to the school providing constructive feedback to teachers</li> <li>• consider only the application of IB-published assessment criteria, as stated in the subject group's assessment details.</li> </ul>	
Differences	
Monitoring of assessment:	Moderation:
<ul style="list-style-type: none"> <li>• aims to provide advice and guidance regarding general assessment principles within a subject</li> </ul>	<ul style="list-style-type: none"> <li>• is linked to validation of schools' results in a specific subject</li> </ul>
<ul style="list-style-type: none"> <li>• is optional for all IB World Schools offering the MYP, but is required as part of the programme evaluation process, and also the curriculum flexibility approval process, for schools that do not submit to moderation</li> </ul>	<ul style="list-style-type: none"> <li>• is required only for schools requesting IB-validated results</li> </ul>
<ul style="list-style-type: none"> <li>• requires the school to pay a fixed fee per subject</li> </ul>	<ul style="list-style-type: none"> <li>• requires the school to pay variable fees depending on the number of registered subjects and students</li> </ul>

<ul style="list-style-type: none"> <li>allows schools to send translated samples (except for languages A and B)</li> </ul>	<ul style="list-style-type: none"> <li>does not allow schools to send translated samples</li> </ul>
<ul style="list-style-type: none"> <li>leads to the production by the IB of a school-specific report providing feedback and guidance on assessment within the subject(s)</li> </ul>	<ul style="list-style-type: none"> <li>leads to the production by the IB of MYP documentation (records of achievement and certificates), as well as a school-specific report providing feedback and guidance</li> </ul>
<ul style="list-style-type: none"> <li>is based on samples of student work completed in years 1 to 5 of the MYP</li> </ul>	<ul style="list-style-type: none"> <li>is based on samples of work representing final achievement in year 5 in the subject</li> </ul>
<ul style="list-style-type: none"> <li>involves no change to the school's grades</li> </ul>	<ul style="list-style-type: none"> <li>may lead to changes to the school's final grades on MYP records of achievement</li> </ul>
<ul style="list-style-type: none"> <li>takes place at any time between 1 September and 15 March, with two months' advance notice (for samples submitted as a requirement for a programme evaluation visit, registration must occur 10 months before the scheduled visit in order to submit the samples to moderators 8 months before the visit)</li> </ul>	<ul style="list-style-type: none"> <li>takes place according to a fixed schedule (see section G2)</li> </ul>
<ul style="list-style-type: none"> <li>may involve, only for years 1 to 4, modified criteria with school-specific descriptors of achievement levels within the MYP criteria for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>considers only the application of IB-published assessment criteria, as stated in the subject's assessment details. (Where appropriate, teachers should include task-specific clarifications that elaborate on the published assessment criteria—see the general reports for further information.)</li> </ul>

### F4.3 Registering for monitoring of assessment

Schools that request monitoring of assessment for one or more subject(s) or the personal project **must** follow the process described below.

- Schools must register the subject(s) concerned via IBIS at least **two months in advance** of sending the samples in the case of samples submitted to receive guidance on a particular subject and as a pre-check before sending in samples for

moderation. Under the **Subject** tab, select **Registration for monitoring of assessment**. Mark the boxes next to the required subjects, fill in the information at the bottom of the form, and then select **Submit**. An email will be sent to confirm receipt of the request for monitoring of assessment.

- For samples submitted as a requirement for a programme evaluation visit, registration on IBIS must occur **ten months before the scheduled visit**. The date of submission of samples cannot be less than two months after registration but needs to be such that it will allow the school to receive the feedback from the IB and to analyse it before submitting the self-study questionnaire. For further information please refer to section E3 and the *Programme evaluation guide and self-study questionnaire: Middle Years Programme* (2010).
- Following receipt of the request, the IB assessment centre in Cardiff will contact an experienced monitor for each subject for which monitoring is requested in the language(s) specified on the form and will make the necessary arrangements for monitoring of assessment.

Schools must submit samples following the guidelines in this section from **1 September** to **15 March** of any given year (samples are not accepted for this service during April, May, June, July or August).

#### **F4.3.1 Submitting monitoring of assessment samples electronically**

Schools are encouraged to consider alternatives to paper-based monitoring of assessment samples. Many are already submitting samples on CD-ROM; it is hoped that more schools will adopt this format in the interests of reducing courier costs and environmental impact. Schools are also asked to consider uploading samples onto websites such as Basecamp in order to avoid sending any physical materials at all. Schools that are interested in pursuing this option are asked to contact [ibid@ibo.org](mailto:ibid@ibo.org) for further information and indicate in the subject heading "MYP monitoring of assessment". It is important that all background information and student work on the CD-ROM or uploaded onto websites be clearly organized and easy to navigate, as is required in a paper sample.

#### **F4.3.2 Mailing of monitoring of assessment samples**

Any mailed monitoring of assessment samples must be sent directly to monitors at the addresses provided by the IB assessment centre in Cardiff. **Under no circumstances should schools make direct contact with monitors.** Telephone numbers are provided for courier service purposes only. The school must mail the samples and accompanying materials by the date they indicate on IBIS at the time of registration.

If samples are mailed, it is required that **schools use a courier service** to guarantee delivery on time as well as **safe** delivery of samples, as packages sent by courier service can be tracked. **Schools are asked to ensure that no charges will be made to monitors for the delivery of samples. It is the school's responsibility to ensure that samples arrive at their destination. Please specify "no commercial value" or "value \$1" on packages. Any charges that are incurred will need to be paid by the school .**

**Please note that samples sent for monitoring of assessment are not returned to the school.**

For further information please contact [ibid@ibo.org](mailto:ibid@ibo.org).

## F4.4 Content of schools' samples

The following information **must** be given to **all** teachers preparing the samples for monitoring of assessment.

Please note that translated samples can be sent for monitoring of assessment (except for languages A and B). Please specify in the background information if student work has been translated.

It is the responsibility of the MYP coordinator to ensure that the latest versions of the coversheet *Form F4.2* and *Form F4.4* are submitted with the samples. The forms included in this edition of the *MYP Coordinator's handbook* are available in both PDF and Microsoft Word® formats.

As the monitoring of assessment samples consist of school and student work, please see sections F1.9 and F1.10 for information on student and school copyright.

Schools are reminded that should a student want to retain exclusive copyright in a particular piece of work submitted for monitoring of assessment, the student work must be accompanied by a completed and signed *Student claim of exclusive copyright* form.

The content of the samples will vary depending on the reasons why the school is sending the sample for monitoring of assessment. Therefore, this section is split into three.

1. Samples that are being submitted for the purposes of the **evaluation visit** (including curriculum flexibility)
2. Samples that are being submitted **prior to moderation**
3. Samples that are being submitted for **general advice/guidance**

### F4.4.1 For the purpose of the evaluation visit

Schools that have not requested IB-validated grades for their students in the final year of the programme, thereby not submitting to the process of moderation, must apply for monitoring of assessment in **at least one subject for each subject group and the personal project** within the **two years prior to the evaluation visit**.

Schools are reminded particularly of the timescales involved (see sections E3 and F4.3). IB monitors need sufficient time, prior to the school's submission of the self-study, to complete the monitoring of assessment procedure and to generate reports on the samples that will then be of use to the schools and to the team visiting the school.

Following the evaluation visit, a school may be required to send in further samples in some subjects as part of the recommended action in the evaluation report. These samples should follow the same guidelines as given for submitting samples prior to the evaluation visit.

Schools delivering a five-year MYP must send samples only from year 5.

Schools submitting samples as part of their evaluation visit must use the published MYP assessment criteria and achievement level descriptors to assess students' progress against the MYP objectives.

Schools with an authorized two-, three- or four-year programme that does not end with the final year of the MYP (see section D2.3.1) will send samples from the last year of the programme at their school. These schools should also follow the guidelines given in this section. The MYP assessment criteria may have been adapted by the school for these age



groups, and detailed information on the assessment criteria used must be included in the sample.

### **Subject samples for the evaluation visit**

The sample for each subject **must** include the components listed below.

1. An outline of the subject coursework for the year, including background information on the organization of the course (time allocation, possible integration with other subjects, involvement in interdisciplinary projects). Unit planners should be included; however, monitors will not comment on them.
2. Assessed student work from the last year of the programme in place at the school addressing the subject's assessment criteria and objectives. Teachers must:
  - choose different kinds of assessment tasks that reflect clearly the application of the criteria: in most subjects, it is expected that no more than three or four tasks will be submitted. Teachers are advised to use **the minimum requirements for a moderation sample** for guidance as those give an even spread over the criteria (see section F3.2)
  - provide **two identified judgments** against each criterion, unless stated otherwise in the subject group guide. For some subjects, some criteria do not require any work to be sent for moderation or monitoring of assessment. However, a judgment for those criteria still needs to be recorded on the coversheet (see subject group guides for further details)
  - favour tasks reflecting the areas of interaction
  - include work from four students that show a range of abilities for each task; the same students do not have to be used for each task.
3. For each task included in the sample, teachers must submit the following documents:
  - instructions, worksheets and guidance notes given to the students
  - a blank copy of the task/test and the teacher's corrected version
  - information on the application of the criteria to each piece of work.
4. Each task must be accompanied by the coversheet *Form F4.4*.
5. If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

### **Personal project samples for the evaluation visit**

**Note:** Schools with an authorized programme that does not end with the final year of the MYP (see D2.3.1) will not include any personal project samples in their monitoring of assessment samples.

For schools delivering a programme that includes MYP year 5, the samples for the personal project **must** include the components listed below.

6. Personal projects from **four** students, showing a range of abilities. The projects must be assessed using the MYP criteria and must be accompanied by supervisor comments explaining the criterion levels awarded.
7. Information about the organization of the personal project within the school. This should include the role of the MYP coordinator, the personal project supervisors, time allocation, timetabling, information given to parents and students, and details of internal standardization.
8. Coversheet *Form F4.5*. Each project must be accompanied by a coversheet.

#### **F4.4.2 Prior to moderation**

If a school plans to register students for moderation in the future, the school can use this service to receive feedback on its assessment in some or all subjects and/or the personal project before sending in samples for moderation.

**Only** schools delivering the final year of the MYP can send samples for monitoring of assessment as a pre-check for moderation. Samples of student work from the final year should be assessed using published final criteria.

Schools planning to submit samples for moderation in the future are strongly encouraged to use monitoring of assessment in the previous year. This will allow the school to put in place any adjustments recommended by the monitors, therefore allowing the school to submit appropriate samples when actual moderation takes place.

#### **Subject samples prior to moderation**

The samples must follow the requirements for a moderation sample and must include the components listed below.

1. Folders of work from **four** students (**two** students whose work is around the average level of ability within the school, one student whose work is comparatively good, one student whose work is comparatively weak).
2. Each folder of work must:
  - represent the work of only that student, assessed against each criterion
  - contain at least the prescribed minimum specified in the appropriate guide (see section F3.2 for details)
  - represent overall two identified judgments against each criterion (unless otherwise specified in the subject group guides)
  - include the same tasks as other students wherever possible
  - be submitted in English, French or Spanish (with the exception of languages A and B). Monitoring of assessment in a particular subject will take place in only one language.
3. Other documents that are essential for the assessment of student performance are:
  - worksheets or instructions/guidance notes given to students
  - a blank copy of tasks/tests/examination papers used and the teacher's corrected versions
  - a description of the conditions under which the work was completed (in class/ at home, length of preparation prior to task, time allowed to complete task, and so on)
  - all relevant markschemes

- task-specific clarifications that elaborate on the published criteria (details can be found in the general report for the appropriate subject)—see section F1.2 for more details
- unit planners that give monitors an idea of the context in which the task was set. The monitor will not comment on the unit planner itself, only on the background information on the tasks that it provides.

If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on. This documentation should be included in a **separate folder** and does not need to be duplicated for each student.

4. The work of each student must be in a separate folder and include a completed coversheet *Form F4.2*. The coversheet completed for each student must:
  - identify the school name, school code, subject and student
  - describe the nature and title of the assessment tasks in the folder
  - record two judgments (unless otherwise stated by the IB in the subject group guides) against each criterion
  - include any relevant information on the reverse of the coversheet that may be helpful to the monitors in understanding the student's performance for a particular task or in general (for example, the amount of support provided)
  - record a judgment for criteria that are not moderated (for example, criterion F in the sciences).
5. Each task included within a folder must:
  - be clearly labelled to enable the monitor to identify easily how the task corresponds to the coversheet; this labelling should include the corresponding number on the coversheet, the name of the student, the name of the school and the nature of the task
  - identify clearly where and how the assessment criteria are assessed within the task, and the achievement levels awarded by the teacher. This must correspond to the criteria and levels marked on coversheet *Form F4.2*.

### **Personal project samples prior to moderation**

The samples for the personal project **must** include the components listed below.

6. Information about the organization of the personal project within the school. This should include the role of the MYP coordinator, the personal project supervisors, time allocation, timetabling, information given to parents and students, and details of internal standardization.
7. Personal projects from **five** students, showing a range of abilities. The projects must be assessed using the MYP criteria and must be accompanied by supervisor comments explaining the criterion levels awarded.
8. Each project must be accompanied by the coversheet *Form F4.3*.

### F4.4.3 Samples for general advice/guidance

This service is not linked with the requirements for the school's programme evaluation or plans for moderation. A school may simply require advice on the assessment of a particular subject.

Teachers are advised to use **the minimum requirements for a moderation sample** for guidance as those give an even spread over the criteria (see section F3.2).

Schools may wish to send in a complete sample, similar to that for the evaluation visit or prior to moderation. In most subjects, it is expected that no more than three or four tasks will be submitted. Work from a maximum of four students should be included for each task.

Alternatively, schools may wish to send in a single task with the work from a maximum of four students for feedback, which is also acceptable.

Samples from years 1 to 5 of the programme may be submitted for guidance regardless of the length of programme the school has been authorized to deliver.

Schools can submit samples from different year levels for different subject groups but must register and submit separate samples for each year level and each subject group. For example, the school must submit separate samples of student work for year 1 or year 2 or year 3 or year 4 and/or year 5. If a subject teacher wishes to submit a sample with student work from year 4 **and** year 5, this is allowed **as long as** the work from both years 4 and 5 has been assessed using the published final assessment criteria. If the student work from year 4 has been assessed using age-appropriate assessment criteria, then the student work for year 4 needs to be submitted separately from the work from year 5.

Schools must understand that the reports received will vary in length and detail depending on the nature of the sample sent.

If teachers use third-party material as stimuli and/or as part of their tasks, this material must be fully referenced. This will include the title of the source, the author, the publication date, the publisher and, for books only, the ISBN. Examples of third-party material include newspaper and magazine articles, cartoons, videos, movie excerpts, extracts from books, pictures (please check the acknowledgments in the original publication for the original sources), diagrams, graphs, tables, statistics, materials from websites, and so on.

### F4.4.4 Coversheets

Coversheets have been designed to accompany the samples. These coversheets must be used to record criterion levels awarded for a task and give any comments that may be applicable to the task or student for whom the coversheet applies. Four different coversheets (*Forms F4.2, F4.3, F4.4 and F4.5*) can be found in the forms section of this handbook. A PDF version of these forms can also be found on IBIS (go to **Handbook> Forms for use in the MYP**).

It is the responsibility of the MYP coordinator to ensure that the latest versions of the coversheets are being sent to the IB assessment centre in Cardiff. The forms included in this edition of the *MYP Coordinator's handbook* are available in both PDF and Microsoft Word® formats.

Please use coversheet *Form F4.2* and *Form F4.3* for submission of monitoring of assessment samples **prior to moderation**. This will facilitate treatment by monitors in conditions matching those of a true moderation sample, where feedback on the criterion levels awarded is essential.

Please use coversheet *Form F4.4* and *Form F4.5* for submission of samples for monitoring of assessment within **programme evaluation**.

Schools sending samples for **general advice/guidance** from years 1 to 5 of the programme should also use the coversheets designed for the programme evaluation visit.

#### **F4.4.5 Choice of tasks**

The table of prescribed minimum tasks for moderation (in section F3.2) gives suggestions for tasks to be included in the monitoring of assessment samples.

#### **For evaluation visit/general advice**

Following the minimum prescribed tasks where possible is recommended. These groups of tasks are designed to give an even spread over the assessment criteria for each subject within each subject group and so should be carefully considered.

In the case of samples submitted from years 1, 2, 3 and 4 of the programme, tasks should be appropriate for this age group. In particular, word limits may vary for students in earlier years of the MYP.

#### **Prior to moderation**

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks indicated in the table in section F3.2 **must** be included in the sample and teachers must consult the section on moderation in the appropriate MYP guide.

#### **F4.4.6 Checklists**

Monitoring of assessment checklists for subjects and the personal project are available on IBIS (go to **Handbook > Forms for use in the MYP**). These checklists must be given to the teachers who are preparing the monitoring of assessment sample. On completion of the sample, these checklists must be completed by the teacher, signed by the teacher and coordinator, and included in each sample to be sent to the monitors.

Master copies of the monitoring of assessment checklists are also available in the forms section of this handbook.

### **F4.5 Reports and payment**

The IB assessment centre in Cardiff will forward the monitor's report to the school for each subject (and/or the personal project) where monitoring has been requested. The IB assessment centre's aim is to email the reports to schools within two months of the monitors' receipt of the samples. Reports may take longer to return to schools when samples are submitted near or on the final deadline of 15 March.

Schools should be aware that reports for language A and language B may be written in the subject language, rather than the school's working language.

Schools will be billed a per-subject fee for this service (see section H2.1 for further details). Schools will be billed shortly after registering for monitoring of assessment.

### **F4.6 The monitoring of assessment report**

Upon receipt of a sample, monitors will examine the information and student work/personal projects provided by the school and will write a report providing guidance to the school on the questions listed below. The content of the report will vary depending on the nature of the sample (personal project or subject) and the expressed aim of the service (preparation for

moderation, programme evaluation or general advice/guidance). The following questions are addressed in the monitoring of assessment reports.

- Does the sample reflect the required content for the nature of the sample (that is, for the evaluation visit, prior to moderation or for general advice and guidance)?
- How appropriate are the tasks chosen by the school to assess students against the nature of the objectives and criteria for the subject?
- Are all criteria addressed completely?
- Do the tasks allow students to reach the highest achievement levels within the criteria according to the objectives of the course?
- Does the level of complexity of the tasks relate to the objectives and required concepts and skills of the subject?
- Are the supporting materials appropriate and clearly presented?
- Are the teachers' assessments consistent, as evidenced in the pieces of work submitted?
- In which areas does the students' work show a particularly strong performance, or a marked weakness?
- Does the school's scheme for summative assessment respect the objectives of the MYP subject or personal project?

The answers to these questions will determine the advice the monitor can give to the school.

To benefit most from the monitoring of assessment reports, schools are advised to share the reports with all teachers of the concerned subject group.

These reports are shared with the appropriate regional office, which, in turn, sends them to visiting members in the case of programme evaluation.

It might be useful for schools to read the monitoring of assessment report in conjunction with the general reports (available on the OCC and on IBIS).

## G1 Introduction

This section applies **only** to schools opting for IB-validated grades.

Schools can register their MYP students with the IB to enable the students to have their achievements within the MYP validated and to receive records of achievement and certificates from the IB. The **first** registration of students by a school can take place **three years after authorization** (including the school year when the school was authorized), unless stated otherwise in the letter of authorization. As described in section F of this handbook, IB certification requires the submission of sample work by the school to validate the school's assessment of student performance through a process of external moderation. Schools are charged for this service as indicated in the current MYP fees schedule in section H.

Registration of MYP subjects and students must be completed via IBIS, which allows coordinators to do the following.

- Register subjects for moderation. This must have been completed before **15 October 2011** for the **June 2013 session** and before **15 April 2012** for the **December 2013 session**.
- Register and amend student registrations (personal and subject details), delete registrations and make new student registrations at any time until **15 October 2012 (June 2013 session)/15 April 2013 (December 2013 session)**.
- Register subjects for moderation. This must be completed before **15 October 2012** for the **June 2014 session** and before **15 April 2013** for the **December 2014 session**.
- Amend student registrations (personal and subject details), delete registrations and make new student registrations at any time until **15 October 2013 (June 2014 session)/15 April 2014 (December 2014 session)**.
- Amend students' personal details at any time without incurring any additional fees. Please note that personal details refer to the student's first name, last name, gender, date of birth, first language, second language, first nationality and second nationality.

Through IBIS, coordinators can also print reports to check and correct registrations, complete criterion levels totals entry, access students' results, access the MYP *Coordinator's notes* and MYP *Coordinator's handbook*, as well as other documents such as MYP programme evaluation materials, and contact the IB assessment centre in Cardiff. See section A3 for further information on this service.

Forms to be completed and mailed as hard copies are available in the forms section of this handbook. They can also be found on IBIS. This 2012–2013 issue of the MYP *Coordinator's handbook* does not include electronic versions of forms to be completed online. The IB requests that coordinators refer to IBIS to complete forms online where appropriate.

Should IBIS access be a problem for your school, please contact [ibid@ibo.org](mailto:ibid@ibo.org) for advice.

## G2 Timetable for registration

The following tables outline the steps to be followed by schools registering students via IBIS. The dates given in the right-hand columns are the deadlines to which schools must adhere.

**Failure to adhere to these deadlines will result in the school concerned being charged late registration fees.**

Please note that the content of this section also applies to schools that have been approved for the curriculum flexibility option and wish to register students in the “Anticipated” category (see section G5.1.2).

### G2.1 Registration deadlines for June/December 2013 moderation sessions

Action for schools	Deadlines	
	June session 2013	December session 2013
1. Register subjects for moderation on IBIS (go to <b>Subject&gt;School subjects offered</b> ).	Should have been completed before 15 October 2011	Should have been completed before 15 April 2012
2. Register students on IBIS (go to <b>Candidate</b> ): <ul style="list-style-type: none"> <li>• register students (personal and subject details)</li> <li>• register for early results (see section G11.1)</li> <li>• print registration reports</li> <li>• make amendments to registrations</li> <li>• print amended registration reports.</li> </ul> <b>Note: Deadlines close 24:00 GMT.</b>	1 September 2011 to 15 October 2012	1 March 2012 to 15 April 2013
3. Fees apply to amendments after these deadlines for: <ul style="list-style-type: none"> <li>• new student registrations and subject amendments.</li> </ul> <b>Note: Fees do not apply for amendments to student personal details on IBIS.</b>	15 October 2012	15 April 2013



4. Complete criterion levels totals entry on IBIS.	1 May to 30 June 2013 (early results)	1 November to 31 December 2013
	1 June to 31 July 2013	
5. Access student results on IBIS.	1 August 2013 (early results)	1 February 2014
	1 September 2013	
6. IB Cardiff sends MYP certificates and records of achievement to schools.	By the second week of August 2013 (early results)	By the second week of February 2014
	By the second week of September 2013	

## G2.2 Registration deadlines for June/December 2014 moderation sessions

Action for schools	Deadlines	
	June session 2014	December session 2014
1. Register subjects for moderation on IBIS (go to <b>Subject&gt;School subjects offered</b> ).	Before 15 October 2012	Before 15 April 2013
2. Register students on IBIS (go to <b>Candidate</b> ): <ul style="list-style-type: none"> <li>• register students (personal and subject details)</li> <li>• register for early results (see section G11.1)</li> <li>• print registration reports</li> <li>• make amendments to registrations</li> <li>• print amended registration reports.</li> </ul> <b>Note: Deadlines close 24:00 GMT.</b>	1 September 2012 to 15 October 2013	1 March 2013 to 15 April 2014
3. Fees apply to amendments after these deadlines for: <ul style="list-style-type: none"> <li>• new student registrations and subject amendments.</li> </ul> <b>Note: Fees do not apply for amendments to student personal details on IBIS.</b>	15 October 2013	15 April 2014

4. Complete criterion levels totals entry on IBIS.	1 May to 30 June 2014 (early results)	1 November to 31 December 2014
	1 June to 31 July 2014	
5. Access student results on IBIS.	1 August 2014 (early results)	1 February 2015
	1 September 2014	
6. IB Cardiff sends MYP certificates and records of achievement to schools.	By the second week of August 2014 (early results)	By the second week of February 2015
	By the second week of September 2014	

## G3 Moderation registration

Schools wishing to register for moderation must use IBIS to indicate in which subjects they will be registering students (go to **Subject**). MYP coordinators must also indicate the languages A and B requiring IB moderation and the language(s) in which the sample work in the remaining subjects will be written: English, French and/or Spanish. This initial moderation registration gives the IB sufficient time to arrange moderation of those subjects in the relevant languages.

This must have been done on IBIS by **15 April 2011 (December 2012 session)** and by **15 October 2011 (June 2013 session)/15 April 2012 (December 2013 session)**.

This must be done on IBIS by **15 October 2012 (June 2014 session)/15 April 2013 (December 2014 session)** (see section G2 for further information).

Schools registering students for individual science subjects (that is, biology, physics and chemistry) do **not** need to register students for the subject group science. This also applies to humanities and technology.

### G3.1 Pre-registration requirements

Before registering students for a moderation session, schools must meet pre-registration requirements for certain subjects and circumstances.

#### G3.1.1 Mother-tongue language option

Schools wishing to register students for the mother-tongue language option must ensure that the two forms entitled *Mother-tongue language option for MYP certification: Mandatory details from schools* and *Mother-tongue language option for MYP certification: Mandatory details from teachers* are completed and submitted to the MYP department for approval by **15 October 2012 (June 2013 session)/15 April 2013 (December 2013 session)**. These forms can be accessed via IBIS by going to **Subject**. Select **Advance notice requirements** in the drop-down menu and then **Available forms**.

The *Mother-tongue language option for MYP certification: Mandatory details from schools* form must be filled in and submitted electronically by the MYP coordinator.

The *Mother-tongue language option for MYP certification: Mandatory details from teachers* form must be completed by the mother-tongue teacher, and will, therefore, need to be printed from IBIS, completed by the teacher and then sent by post to the MYP department at IB global centre, The Hague (see address in section B). Alternatively, the form can be scanned and sent electronically to [myp.curriculum@ibo.org](mailto:myp.curriculum@ibo.org).

Mother-tongue teachers are reminded that they must include the evidence requested in the form (a sample unit of work and one piece of student work).

Approval can only take place if the **two forms** are submitted before the deadlines mentioned above. Once approved, an email will be sent informing the MYP coordinator that the requested language has been approved.

### **G3.1.2 Special request subjects**

Schools wishing to register a student for a language A or language B subject that does not appear in the list in sections G8.1 and G8.2 must ensure that the *MYP non-sampled language A & B questionnaire* is completed and submitted electronically to the MYP department for approval by **15 October 2012 (June 2013 session)/15 April 2013 (December 2013 session)**.

This form can be accessed via IBIS by going to the **Subject** tab followed by **Advance notice requirements** and then by selecting “**available forms**” in the drop-down menu. A new window will open where coordinators will be asked to answer a questionnaire regarding the non-sampled language(s) in question and to provide (by means of an attachment) a course outline, a unit of work and a piece of student work. Coordinators can view the completed form by selecting **Completed forms**. Once approved, an email will then be sent informing the MYP coordinator that the approved subject appears in **Subject> School subjects offered**. The MYP coordinator will need to go to the **Edit subject** button in the top right of the screen, then transfer the subject appearing under **IB special request subjects** to **School subjects**, in order for it to appear under the subject list offered by the school at the time of student registration.

**Reminder:** Any moderation factor applied to sampled languages A and B will also be applied to the non-sampled languages.

### **G3.1.3 Exemption status for non-sampled language and mother-tongue language**

If a school has submitted a complete set of the documentation required to a high standard, for three years consecutively, it may be considered for an exemption of this requirement for the following one year. It will still be necessary to contact IB assessment centre in Cardiff to request a non-sampled language A or B to be added to the school's list for registration in IBIS. This can be done by emailing [ibid@ibo.org](mailto:ibid@ibo.org) before the subject registration deadline. The request must include the moderation session, the specific language A or B and the other language taught at the school with which the non-sampled language/mother-tongue language will be aligned.

## G4 Languages of registration

Where a school teaches a subject in more than one working language (English, French or Spanish), moderation in this subject will normally take place in **only** one language. Registration for moderation may be done in any of the working languages; the school must then send a sample of students' work in that language.

A process of **standardization of internal assessment** must be carried out to ensure equivalent standards within the school for that subject.

If a school wishes to send samples in a particular subject in more than one language, a separate subject fee will be charged for each sample and two moderation reports produced. It is still expected that standardization of internal assessment will have been carried out between teachers, as the same moderation factors will be applied to all students registered in that subject, regardless of the language. For further information, please contact [ibid@ibo.org](mailto:ibid@ibo.org).

Schools must specify at the time of subject registration on IBIS in which language(s) the sample(s) will be submitted.

## G5 Student registration

All schools requiring IB-validated grades and official documentation for their students are required to register each student with the IB using IBIS online registration. Students must be registered under the appropriate category: "MYP" or "Anticipated". The deadlines will be the same for student registration regardless of the category selected (see section G2).

Careful checking of entries by schools will avoid delays in the processing of grades, and in the production of MYP records of achievement and certificates where relevant. This will also avoid unnecessary payment of fees for amendments requested after the final registration deadline (see section H2.1).

### G5.1 Registering students

It is the responsibility of the school to ensure that the student registrations have been completed by **15 October 2012/15 April 2013** for **June/December 2013 sessions**. Student registrations for **June/December 2014 sessions** will need to be completed by **15 October 2013** and **15 April 2014** respectively (see section G2).

Deadlines close **24:00 GMT**.

#### G5.1.1 Personal candidate code and session number

Once students are registered on IBIS, they are assigned both a unique six-character personal candidate code (for example, rty 879) and a session number (for example, 5001-001).

The personal code is designed to allow a student's academic record to be tracked throughout the course of their IB life. For example, if after completing the MYP, a student wants to continue with the DP, they will be able to register for the DP using the same personal code.

The session number, on the other hand, applies to one session only. If a student wants to continue from the MYP to the DP, they will be assigned a new session number.

## **G5.1.2 Registering students for the curriculum flexibility option**

### **G5.1.2.1 Anticipated category**

**Only** those schools that have submitted documentation to the appropriate IB office and had their request for curriculum flexibility (see section D2.4) approved are eligible to register students for the “Anticipated” category.

A school that wishes to receive the moderation report at the end of the penultimate year for **no more than two** subjects completed in that year must register students under the category “Anticipated”. The MYP coordinator must then register all of their remaining subjects for the following year, under the category “MYP”. To register a student as an anticipated candidate, go to **Candidate > Add new candidate**. After having entered the student personal details, select **Save and register candidate for current session**. A new window will open; select **Anticipated** from the scroll-down menu next to **Category**. Select the subjects and then select **Continue**.

### **G5.1.2.2 Registering students who have a previous anticipated category status**

This is **only** applicable for schools that have registered students for one or two subjects in the anticipated category in the June/December sessions of a given year and now wish to register the same student’s remaining subjects in the June/December sessions of the following year.

The coordinator will need the unique personal code for the student, which can be accessed by selecting the June/December session the student was registered in as an anticipated candidate. The coordinator should then change the session to display the June/December sessions in which they wish to register the same student’s remaining subjects.

Using the “show search” facility under the **Candidate** tab, the coordinator should then search for the anticipated student using the unique personal code (tick the box next to “All Sessions”) and select the student’s name once it is displayed. The student’s personal details and previous year registration information will appear. The coordinator will need to register the student for the current session by going to **Register**, selecting **MYP** from the drop-down menu next to **Category** and adding the remaining subjects. Once this has been done, the subjects registered as anticipated in the June/December sessions in the previous year and the subjects registered as MYP in the June/December sessions of the following year will both be displayed on the individual student’s details screen.

**Note:** Students will receive their certificates and record of achievement once they have completed all their subjects at the end of their final year.

### **G5.1.2.3 Registering students to retake the MYP certificate**

Students who wish to repeat the final year of the programme in order to achieve a higher points total can be registered on IBIS under the retake category. It is expected that such students will attend school full time, although they will not have to be registered again in all subjects. They will be assessed throughout the year in the usual way, and new criterion levels totals will be entered by the school at the appropriate time. For each subject, the higher grade obtained from the two sessions will count towards the new total. The fee applicable for this category of registration is the standard per capita fee.

The coordinator will need the unique personal code for the student, which can be accessed by selecting the June/December session the student was registered in as an MYP candidate. The coordinator should then change the session to display the June/December session in which they wish to register the same student's retake subjects.

Using the "show search" facility under the **Candidate** tab, the coordinator should then search for the MYP student using the unique personal code (tick the box next to "All Sessions") and select the student's name once it is displayed. The student's personal details and previous year's registration information will appear. The coordinator will need to register the student for the current session by going to **Register**, selecting **Retake** from the drop-down menu next to **Category** and adding the subjects to be retaken. Once this has been done, the subjects registered as MYP in the June/December sessions in the previous year and the subjects registered as retake in the June/December sessions of the following year will both be displayed on the individual student's details screen. Error codes will be displayed if the student was not previously registered under the MYP category or was registered in a session less than one year prior to the retake registration.

### G5.2 Confirmation of registration

IBIS student registrations are confirmed online after each student is registered (see section G5.3). Coordinators must ensure that a green "Registration accepted" status is shown for each student. If there is a red status code next to a student's name, this indicates that action is necessary by the coordinator before the IB assessment centre in Cardiff will confirm a student's registration. Using the mouse to hover over the status code on IBIS will provide a description of that code (see section G6 for an explanation of the status codes). These codes highlight any missing information or irregularities for each student registration and must be carefully checked and changed if necessary. MYP coordinators are expected to amend all registrations to ensure that no status codes remain after the final registration deadline. In the case of a student who is not entering for the full certification, status codes indicating missing subjects cannot be removed.

### G5.3 Checking entries

Schools are advised to take advantage of the registration report facility offered by IBIS to ensure that all registration details are correct. Registration reports can be generated in either candidate or subject order (go to **Candidate** > **Candidate registrations** > **Registration reports** and select either **Candidate report** or **Subject report**).

**Reminder:** For the **June/December 2013 sessions**, coordinators will be able to register new students, delete student registrations and make amendments to the subject registrations on IBIS until **15 October 2012 (June 2013 session)** or **15 April 2013 (December 2013 session)**.

## G5.4 Late registrations and changes

Schools are requested to follow the timetables indicated in section G2 and the detailed instructions in section G5 for the registration of students for the MYP record of achievement and certificate.

New registrations of MYP students and amendments to existing student registrations after **15 October 2012** or **15 April 2013** for the **June/December 2013 sessions** will be subject to special amendment or late registration fees (see section H2.1 for details). Any new registrations must be completed through IBIS. An automatic email will be sent to the IB assessment centre in Cardiff and the changes will appear on the screen once they have been entered manually by staff in the IB assessment centre in Cardiff.

Should a student withdraw after **15 October 2012/15 April 2013**, there will be no administration fee, but the school will have to pay the per capita fee for that student.

## G5.5 Irregularities

It is the responsibility of the school to inform the IB assessment centre in Cardiff of either of the situations below, which may affect individual students' eligibility for the MYP certificate. (Please see section F2.4.)

- The requirements for community and service have not been met to the satisfaction of the school.
- The student has not participated in the MYP for the final two years.

Coordinators must confirm on each student's registration form completed via IBIS that the requirements linked to participation in the programme and community and service have been fulfilled.

## G6 Explanation of registration status codes

The following MYP registration status codes may appear on IBIS following individual student registrations. They indicate missing information, irregularities or aspects of registrations that would make a student ineligible for the MYP certificate. MYP coordinators are expected to amend all registrations to ensure that no status codes remain after the final registration deadline. In the case of a student who is not entering for the MYP certificate, status codes indicating missing subjects cannot be removed.

M3	Same subject taken for language A and language B
M4	Fewer than eight subjects
M5	Working language not indicated
M6	No personal project
M7	No language A or no language course approved by the IB
M8	No language B or second language A
M9	No humanities subject
M10	No science subject
M11	No mathematics

- M12 No arts subject
- M13 No physical education
- M14 No technology subject
- M15 Not participated in the programme for two years
- M16 Not fulfilled the requirements of community and service
- M17 More than two subjects taken in anticipated session
- M18 Personal project taken in anticipated session
- M19 Candidate registered in [subject] in the previous session
- M20 Retake category not permitted this session—no previous MYP category
- M21 Candidate registered out of the school's main session

## G7 Registration in several subjects per subject group

Students may be registered in any or all of the MYP subjects and may be awarded an IB-validated grade for each subject entered. **All** these grades will appear on the student's MYP record of achievement.

The award of the MYP certificate depends on the fulfillment of all criteria listed in section F2.4. In cases where a student is registered in more than one subject per group, the highest grade for the subject group will count towards the award of the certificate.

## G8 Registration in languages A and B

The requirement for the award of an MYP certificate includes that students achieve results in **a minimum of one language A and one language B**. However, students may also be registered for **two languages A and no language B**. In this case both language A grades will count towards the award of the MYP certificate. For more information on language options for the MYP certificate, see sections, D4.6 and D4.7.

Furthermore, the language of instruction of the school is not automatically the language A for all students; it may be considered a language B for those students for whom it is truly a second language. Students can be registered for a language B and a language course approved by the IB (see sections D4.6 and D4.7 for further information).

**Note:** In cases where a student registers for a language not taught in the school, the school is ultimately responsible for the quality of the language training provided and for the application of the assessment criteria.



## G8.1 Registration in languages A

For schools opting for IB certification, the IB will organize the moderation of the following languages A.

- Arabic
- Chinese (Mandarin)
- Dutch
- English
- French
- German
- Polish
- Korean
- Russian
- Spanish

Please see section G3.1.2 if a language A subject does not appear in the above list.

## G8.2 Registration in languages B

For moderation in the final year of the programme, a sample of work is required to be submitted for each phase in which a student has been registered. Each moderation sample must include **five folders** of students' work with each folder representing the work of a single student.

For schools opting for IB certification, the IB will organize the moderation of the following languages B.

- Chinese (Mandarin)
- Dutch
- English
- French
- German
- Japanese
- Spanish
- Arabic

Please see section G3.1.2 if a language B subject does not appear in the above list.

## G9 IB list of languages

This list consists of the most frequent mother tongues of IB students. When registering students on IBIS, if you cannot find a language on the list, use OTHER.

AFRIKAANS	AKAN	ALBANIAN
AMHARIC	ARABIC	ARMENIAN
ASHANTI	ASSAMESE	BARI
BASQUE	BELORUSSIAN	BEMBA
BENGALI	BERBER	BISLAMA
BOSNIAN	BULGARIAN	BURMESE
CAMBODIAN	CATALAN	CEBUANO
CHICHEWA	CHILUBA	CHINESE (Cantonese/Mandarin)
CHITUMBUKA	CROATIAN	CZECH

DANISH	DHIVEHI	DIDA
DIOLA	DUTCH	DZONGKHA
EDO	EFIK	ENGA
ENGLISH	ESTONIAN	EWE
FAROESE	FIJIAN	FINNISH
FLEMISH	FRENCH	FULANI
GA	GEORGIAN	GERMAN
GREEK (modern)	GREENLANDIC	GUJARATI
HAUSA	HEBREW	HERERO
HINDI	HMONG	HUNGARIAN
ICELANDIC	IGBO	ILOCANO
INDONESIAN	INUKTITUT	IRISH
ITALIAN	JAPANESE	JOLA
KACHIN	KANARESE	KAZAK
KHEMER	KIKUYU	KINYARWANDA
KIRIBATI	KIRUNDI	KOREAN
KRIO	KURDISH	LAOTIAN
LATVIAN	LINGALA	LITHUANIAN
LOZI	LUGANDA	LUNDA
LUO	LUXEMBOURGISH	MACEDONIAN
MALAY	MALAYALAM	MALTESE
MAORI	MARATHI	MAURITIAN (Creole)
MENDE	MONGOLIAN	MOTU
NAMA	NDEBELE	NDONGA
NDUINDUI	NEPALI	NEWARI
NORWEGIAN	NYANJA	NYANKOLE
OROMO	OTHER	PALAUAN
PASHTO	PERSIAN	PILIPINO
POLISH	PORTUGUESE	PUNJABI
ROMANIAN	ROMANSCH	RUSSIAN
SAMOAN	SERBIAN	SESOTHO North & South
SETSWANA	SHONA	SILLOZI
SINDHI	SINHALESE	SISWATI/SWAZI
SLAVEY	SLOVAK	SLOVENE
SOMALI	SPANISH	SUSU

SWAHILI	SWEDISH	TAGALOG
TAMIL	TELUGA	TELUGU
THAI	TIBETAN	TIGRINYA
TONGA	TURKISH	UKRAINIAN
URDU	UZBEK	VENDA
VIETNAMESE	WELSH	WOLLOF
XHOSA	YALI	YORUBA
ZULU		

## G10 IB criterion levels totals entry

The IB assessment centre in Cardiff will provide a criterion levels totals entry facility on IBIS for each subject and the personal project after the final confirmation of registration data. Coordinators can enter criterion levels totals online from **1 June** until **31 July 2013 (June 2013 session)** or **1 November 2013** until **31 December 2013 (December 2013 session)**. No results can be processed after these dates. Schools are asked to contact the IB assessment centre in Cardiff at [ibid@ibo.org](mailto:ibid@ibo.org) in the case of exceptional circumstances that would make these deadlines impossible to meet.

For schools registered to receive early results for the June session (see section G11), criterion levels totals must be entered between 1 May and 30 June.

Schools must use the criterion levels totals entry facility on IBIS to communicate the final criterion levels totals.

## G11 Issue of results

The IB assessment centre in Cardiff's aim is to provide schools with a complete set of final results no later than **1 September 2013 (June 2013 session)** or **1 February 2014 (December 2013 session)**. Failure to complete online criterion levels totals entry by **31 July 2013 (June 2013 session)** or **31 December 2013 (December 2013 session)** will result in a delay in the availability of results.

### G11.1 Early results

Schools wishing to have access to their students' results for the June session one month early (1 August) can register for this service on IBIS for the 2013 session. The service will be limited to 60 schools. The deadline will be the student registration deadline of 15 October/15 April. Moderation reports and certificates will also be sent approximately one month early. In order to register for this service, schools will need to select the **Early results option** in **Additional details** in the school tab. A higher subject fee will apply for schools requesting early results. It will be incumbent upon schools to ensure that all moderation requirements have been met in a timely manner, and that criterion levels totals have been entered one month early (see sections G2 and G10). Schools failing to comply with these requirements will forfeit the right to receive early results, and the extra fee paid will not be refunded.

**Note:** Final IB grades may differ from the estimated grades awarded by the school (should the school have calculated them) as a result of differences in the application of the assessment criteria, resulting in the application of a **moderation factor to the criterion levels total**.

If you have any queries related to results, please contact [ibid@ibo.org](mailto:ibid@ibo.org).

## G12 Issue of IB documentation

After the moderation process is completed, schools that have requested IB-validated grades and certificates will receive:

- **MYP records of achievement** for each student registered with the IB
- **MYP certificates** for each student registered with the IB who meets the requirements for certification
- **moderation reports** for subjects that have been moderated. These school-specific reports must be read in conjunction with the general reports (available on the OCC and on IBIS).

However, if schools do not provide all the required information in time there may be significant delays before these documents can be sent. In cases where the necessary information cannot be provided by schools, IB-validated grades and/or certificates cannot be issued.

Students registered as “Anticipated” who do not complete the full MYP will be **issued a record of achievement prior to the following June (or December) session**. Please note that in this case, the school will still be charged the “MYP moderation fee—student fee” (see section H2.1). Those who do go on to complete the MYP the following year will receive their record of achievement and certificate at the end of their year 5.

## G13 Duplicate records of achievement or certificates

Any requests for replacement documentation of students’ achievements must be addressed to the MYP assessment team in Cardiff (email: [ibid@ibo.org](mailto:ibid@ibo.org)). These requests will be subject to special fees (see section H2.1) unless the first documents sent by the IB assessment centre in Cardiff were incomplete, inexact or damaged.

## G14 Special cases

### G14.1 Transfer students

Students who transfer **from one MYP school to another** should be able to maintain progress throughout the programme.

The student is only eligible for the award of the MYP certificate if the **final two years** of the programme are completed and the other conditions are met. Therefore, students who transfer **from a non-MYP school to an MYP school** halfway through year 4 or during year 5 of the programme are only eligible for the MYP achievement folder and for the award of subject results on the MYP record of achievement, or for any internal school certification process.

A student who transfers from **an MYP school to a non-MYP school** before completing the programme is eligible for school-based records only.

## **G14.2 Special educational needs, medical issues, and assessment**

In **some** cases a student's unique challenge as a special educational need or a medical issue may render it difficult for the student to access the typical MYP assessment. In order for the student to access the assessment, reasonable adjustment may be considered. The following applies to those cases only.

**Note:** The IB assessment centre in Cardiff must be informed as soon as possible, and ideally prior to **the end of year 1** for the student(s) concerned, of any case where an identified special educational need necessitates a reasonable adjustment to assessment. This early request for information enables advice to be offered to ensure students benefit as fully as possible from the MYP.

Please complete the form entitled *Reasonable adjustment for access to assessment* scan and send the documentation to [mypsen@ibo.org](mailto:mypsen@ibo.org). This form is to be found on IBIS.

**Reminder:** The form entitled *Reasonable adjustment for access to assessment* should only be submitted if the student's special need(s) might prevent him or her from being assessed in one (or more) aspects of a particular subject(s) and a reasonable adjustment is to be considered.

Examples of such cases include:

- a student who uses a wheelchair for mobility would be assessed on *adapted PE* such as adapted games and exercises
- a student with severe hearing impairment may use sign language for communication in oral assessments.

In cases such as these, the school is expected to differentiate learning and organize access arrangements, for both classroom participation and tests, according to the individual needs of the student. Where appropriate, it is encouraged that the school consults the IB assessment centre in Cardiff for advice with regard to support and assessment. The MYP coordinator must fill in and send the form entitled *Reasonable adjustment for access to assessment* ideally by the end of year 1, attaching supporting evidence as requested on the form.

The IB special educational needs manager will examine individual cases and advise schools, and will consider any requests for reasonable adjustment according to the principles stated below.

1. A school cannot make special arrangements that affect the nature of the final assessment of a student with special educational needs without prior approval from the IB (where assessment of some of the course objectives is difficult due to the nature of the disability).
2. While exemption from a particular subject or aspects of a subject is a reasonable adjustment, it will only be considered as the very last resort when all other alternative arrangements have been evaluated thoroughly.
3. Requests for reasonable adjustment to assessment must be made by the MYP coordinator. A teacher may complete the form, but it must be signed by the coordinator.

4. The IB will treat all information about a student as confidential. Unless consent is received from the school, information will only be shared, when necessary, with appropriate IB personnel.
5. Students with identified special educational needs are still expected to participate in courses in all subject groups to be eligible for the MYP certificate. In all such cases, the school is asked to provide documented evidence of the differentiated programme put in place for the student(s), describing the work achieved by the student(s) according to the aims and objectives of the course(s).
6. All submitted requests have to be supported with evidence. For consideration for reasonable adjustment, two pieces of evidence are required (in the form of clear scans/photocopies):
  - recent medical/psychological/psychoeducational reports
  - educational evidence

Educational evidence needs to show that the access requested is the student's usual way of participating in classroom activities and tests. A letter from a class teacher, an IEP, a letter from a teacher from an earlier school are examples of educational evidence. Documentation will not be returned. Scanned copies and copies of these documents will be kept until the candidate finishes the MYP programme. For those candidates who will continue with the DP, documents will be kept until the candidate finishes the DP.

7. Where the request by the school has been supported with the necessary documentation, and evidence of the work achieved, the IB may still issue the MYP certificate for the student(s) concerned, provided all other conditions for the award of the certificate are met. This consideration will be granted on a case-by-case basis. A final MYP grade may be awarded by using grades from criteria assessed, in cases where not all the criteria of a course have been assessed for a student with special needs or medical needs (for example, in physical education).
8. No assumption should be made by the school or the student(s) concerned that the IB will necessarily agree to the school's requests. It is incumbent on the IB to ensure that, whenever possible, arrangements are similar between schools for students with similar needs.
9. Where a student suffers from a temporary condition affecting final assessment, the school must contact [mypsen@ibo.org](mailto:mypsen@ibo.org) for advice on an appropriate course of action.

## G15 Legalization of records of achievement and certificates

Should students need to have their MYP record of achievement and certificate legalized, this service is available from IB headquarters in Geneva. The MYP coordinator must complete *Form G18 Request for legalization of results*, which is available on IBIS under **Candidate> Candidate results> Request legalization**. Details of special fees payable for this service are available separately upon request from IB Foundation Office.

# H1 Assigned currencies

In order to ensure that the IB has the resources it needs in each currency, every IB World School has a nominated payment currency (usually USD, CAD, GBP or CHF). This is assigned when the school applies to become an IB World School. All fees are invoiced in and must be paid in the nominated currency. This reduces the financial risk and currency exchange costs for both schools and the IB.

## H2 Services for schools

The IB is a not-for-profit organization. The IB covers its main operational costs by charging fees to schools for providing services to support the implementation of the four programmes. This section of the handbook describes those services provided for schools authorized to offer the MYP, and the fees that are charged under the following three main categories:

- annual school fee—paid by each IB World School for each programme it is authorized to teach
- moderation fee—paid for each school subject and each student being moderated in the MYP
- by-request service fees—paid when a school requests additional services from the IB.

There are two additional areas where schools can choose to purchase services from the IB:

- professional development—for training teachers and administration
- IB store—for copies of IB publications or merchandise.

This handbook does not cover these two services in any detail. Information about professional development and the IB store can be obtained from the IB public website.

### H2.1 The annual school discount fee

IB World Schools pay an annual school fee for each programme they are authorized to teach. These fees are invoiced separately for each programme. If schools offer two or more programmes, other than the IBCC, they pay a reduced fee to reflect their greater commitment. The discount is calculated as follows.

- Schools offering two programmes (excluding the IBCC) receive a 10% discount, which is calculated on the single lowest fee.
- Schools offering all three programmes (excluding the IBCC) receive a 10% discount, which is calculated on the combined two lowest fees.

The discount is shared between the respective programmes. One exception is in the case of a newly authorized school where the applicable discount is applied to the programme being authorized. For subsequent years, the discount is shared.

#### **Partner schools**

Where schools have formed partnerships to offer the MYP, all schools involved in the partnership, other than the main partner school, will pay 10% of the annual fee. The main partner school will pay the full annual fee. Each partner school will be registered as an IB

school in its own right and will receive the same communications and support as the main partner school.

The discount is shared between the respective programmes.

Schools receive the following core services for each programme they are authorized to teach.

- Full access to a world-class curriculum that is comprehensively researched, and regularly reviewed and updated according to a published plan
- Secure access to the online curriculum centre (OCC) for every teacher
- Programme evaluation in schools
- Communication and marketing support
- Governance, representation and networking
- Assistance with university and government recognition
- Support and advice

### **Payment of the annual fee**

The annual fee is payable by 1 September each year for June session schools to cover the period from September to August. For December session schools, the annual fee is payable by 1 March each year to cover the period from March to February.

For newly authorized schools, the fee is calculated on a pro rata basis from the first of the month following authorization up to the point of full annual billing dependent on the school's main session (June or December).

For schools in the United States and Canada all queries should be directed to [ibabilling@ibo.org](mailto:ibabilling@ibo.org). Payments by cheque should be forwarded to the IB's USA or Canada PO Box address, as follows. For payments by wire transfer, existing arrangements will remain.

USA:

USD payment by cheque

International Baccalaureate Organization

P.O. Box #5950

New York, NY 10087-5950

United States of America

Canada:

CAD payments by cheque:

International Baccalaureate

P.O. Box 15081

Station "A"

Toronto, Ontario M5W 1C1

Canada

For schools in other IB regions, the billing office will be the IB Foundation office in Geneva, Switzerland. Payment of annual fees can be made either by cheque or bank transfer. Schools in these regions should direct inquiries to [creditcontrol@ibo.org](mailto:creditcontrol@ibo.org)



Payments by **cheque** should be forwarded to the following PO Box address. For payments by **wire transfer**, existing arrangements will remain.

PO Box address:

IB,

PO Box 4507,

Dunstable, LU6 9PW,

UK

Scale of fees (1 September 2012 to 31 August 2013)	Currency			
	USD	CHF	GBP	CAD
Annual school fee	8,700	11,320	4,980	10,440
MYP moderation fee—school subject fee	684	889	391	821
MYP moderation fee—school subject fee (early results)	706	918	403	847
MYP moderation fee—student fee	67	87	38	81
Monitoring of assessment (per subject fee)	209	271	119	252
Replacement documentation (per certificate/record of achievement)	87	113	49	104
The symbol * below indicates that the fee is the total fee charged per item and is not in addition to the fees above.				
Late registration fee (per student)*	80	104	46	97
Late registration fee (per subject)*	846	1,100	484	1,015
Late amendment fee (per student for each amendment)	15	19	10	17

## Notes

1. The appropriate IB office will provide details of fees associated with candidate school status.
2. Moderation fees are charged in the final year only for each student registered in one or more subjects (June session: mid April; December session: mid October).
3. Where a school has registered students in the “Anticipated” category, the school will be invoiced for the main MYP session and not the anticipated session. In cases where an anticipated student does not complete the full MYP, the school will still be charged the “MYP moderation fee—student fee”.

## H2.2 IB grants

The International Baccalaureate (IB) provides short-term grants for schools experiencing temporary financial challenges or schools that are demonstrably increasing access to IB programmes.

### Who can apply?

This fund offers grants to schools or education districts in two categories.

- **Category 1:** IB World Schools experiencing temporary financial difficulties owing to unpredictable circumstances beyond their control.
- **Category 2:** IB World Schools or implementing schools that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly contributing to a more diverse, inclusive IB community.

### Nature of the grants

Grants are short term, valid for one year with a possible extension to two years maximum. Funds can be used for the training of teachers and administrators, the payment of the IB annual school fee for one or more programmes, or to support creative schemes to widen access and diversity.

Grants will take the form of a credit to the school's IB account. This will enable a rebate in annual fees or payment of workshop expenses in lieu of reimbursement of costs incurred through schemes to widen access and diversity. Schools will be expected to submit a report after the funds have been expended.

The ongoing sustainability of an IB programme in the school is a key consideration in the award of a grant. Schools will not normally be eligible for more than two awards.

### Applications

The deadline for receipt of applications is 5 October 2012.

The application form should be completed and emailed to the Access and Advancement Office in the Singapore global centre at [ibgrant@ibo.org](mailto:ibgrant@ibo.org).

The forms are available on the IB public website.

Updates or changes regarding the IB grant will be posted periodically on the IB public website. (Please check on **About the IB > Access and Advancement > IB Grants** or <http://www.ibo.org/accessandadvancement/ibgrants/>).

Schools will be notified of the outcome of their grant application about one month after the application deadline. The Access and Advancement office is responsible for the administration of the IB grant. Please address any queries to the Access and Advancement Office at [ibgrant@ibo.org](mailto:ibgrant@ibo.org).

## I1 Frequently asked questions related to the programme

### **Should all students in a school follow the MYP?**

The MYP is intended to be an inclusive programme that can cater for all students. However, there may be legitimate reasons why a school cannot offer the programme to all students. These will be considered by the IB when analysing the submission of *MYP Application for candidacy*. The general principle remains that schools are strongly encouraged to include all students within the relevant age range in the programme. See section D2.1 for further information.

### **Is the MYP compatible with other programmes, like IGCSE (International General Certificate of Secondary Education) or national, externally examined curriculums?**

For a school that teaches an externally examined curriculum, the processes involved in the feasibility study, programme authorization and evaluation aim to ensure that the combination of the two respects the integrity of the MYP. This has an impact on the choice of subjects available to students; the time allocation provided for them; the organization of teaching and learning; the school's structure; the adaptation of concepts, skills and knowledge to the corresponding subject group in the MYP; and, most importantly, the teaching approaches used in order to help students reach the aims and objectives of the MYP.

### **What is the status of the MYP certificate as a school-leaving certificate?**

The MYP was not developed in order to lead to a “school-leaving certificate”, but to provide the student with good preparation for further studies (IB Diploma Programme or other) and to develop lifelong learning skills and dispositions. The MYP certificate represents global achievement within an MYP curriculum framework and takes into account academic as well as non-academic aspects (and, very importantly, the evidence of an understanding of the core dimensions of the programme through the personal project and community and service activities). Experienced MYP schools tell us that students graduating with the MYP certificate are well prepared for independent study and the rigour of the DP.

### **What is meant by “the pre-IB”?**

Pre-IB courses have been created by individual schools or, in the United States, by school districts since before the MYP started. These courses mapped backwards the DP to prepare students as early as age 14. The IB was never involved in creating or approving these courses, but it did acknowledge that it might be important for students to receive some special preparation for taking part in the DP. The IB later designed the MYP as a means of providing an education that recognizes the developmental needs of students from 11 to 16, sharing much of the same philosophy as the DP and preparing students for success in the DP. The MYP is a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills appropriate to this age group. Pre-IB courses usually deal with content, with less emphasis on the needs of the whole child or the affective domain than the MYP. A school is permitted to have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.

**Does a school's own pre-IB course “fit” in the IB programme continuum?**

The IB programme continuum is student-centred in its approach. The international-mindedness and also the rigours of the MYP assessment component do prepare students to succeed in the DP and beyond. It is important to note that those schools who opt to offer their own pre-IB programme instead of the last two years of the MYP as preparation for the DP may not claim that they are offering an IB continuum. Schools cannot offer only years 1, 2 and 3 of the MYP together with the DP, if MYP years 4 and 5 exist in the school. In this case, the school must offer the full five-year MYP with no gap prior to the DP.

**Do all students in an MYP school need to complete the personal project?**

Yes, all students in year 5 of the MYP must complete the personal project. As stated in section D1.4, the personal project has a central place in the MYP and, as such, must be part of every MYP student's experience. The personal project must be seen as the culminating activity through which students present, in a truly personal way, their understanding of themes, concepts and issues related to the areas of interaction. The students' experience of approaches to learning should prepare them gradually for working independently and leading a project over an extended period of time.

Students have an opportunity to choose a project that allows them to explore a topic of interest to them, and to present it in a way that reflects their learning style. Schools should offer students flexibility and support to facilitate personal expression. Examples of such support include allowing students to use their mother tongue wherever possible and using technology.

The *Personal project guide* provides details on the aims and objectives, organization and supervision of the personal project. The document *MYP: From principles into practice* (2008) is also a reference for the personal project.

**Can students complete their personal project in a language other than the school's language of instruction?**

The personal project will normally be written in the school's language of instruction. However, students should have the opportunity to carry out research for their personal project in their best language or preferred language, which may or may not be their mother tongue or language of instruction of the school.

In the same way, students should have the opportunity to report their personal project in their best or preferred language, which may or may not be their mother tongue or language of instruction of the school, when the following conditions can be met. It is essential that the standards used in the assessment of such projects are the same as those applied to all personal projects in the school. Therefore, schools must only allow personal projects to be written in other languages when internal standardization can take place and uniformity of standards can be ensured. Please consult the *Personal project guide*, for further information. Please note that personal project samples for moderation must be in one of the working languages of the IB.

**For schools seeking (re)accreditation by CIS (the Council of International Schools), is it possible to combine MYP programme evaluation and CIS accreditation visits?**

The IB and the Council of International Schools (CIS) have agreed to collaborate on a coordinated process of IB evaluation and CIS accreditation. IB World Schools offering IB programmes throughout the school and seeking accreditation or reaccreditation by CIS may apply to both organizations for a synchronized process. Although schools always have the right to opt for separate evaluation procedures and visits, the synchronized process may present a number of advantages. Schools are requested to contact the appropriate IB office for guidance on the conditions and the procedures at least 18 months before the submission of the self-study is due. Please note that although the IB office will do its best to arrange synchronized visits, such visits are not always possible.

Note: The procedures and documents are being revised in order to be in line with the new edition of the *CIS Guide to school evaluation and accreditation*.

**Must teachers use the MYP criteria when the school does not request moderation and validation of grades?**

Yes, the MYP subject group criteria correspond closely to the subject group's objectives, and must be used by all MYP schools in all years of the programme. This principle implies that teachers, students and parents are aware of the main dimensions of learning (the criterion headings) and the objectives to which they correspond.

In year 5, all MYP schools must use the published assessment criteria and achievement level descriptors when assessing student work. Where appropriate, teachers should include task-specific clarifications that elaborate on the published assessment criteria.

**How do we arrive at a final grade when work has not been handed in, or is late?**

In *MYP: From principles into practice* (2008), the section entitled "Using professional judgment" describes clearly how to arrive at a final level based on professional judgment. A final level can only be judged on evidence, and if evidence is missing, then it cannot be judged. If student work is not handed in, a school should develop mechanisms within its assessment policy for dealing with such issues, for example: detentions, letters to parents/guardians, or comments in reports. If work is late it should not have an impact on the final level of achievement. A student should not be penalized in terms of academic performance based on tardiness. The approaches to learning (ATL) programme of the school should help to develop self-management skills and other systems used to deal with late or incomplete work.

**How can teachers determine an overall grade if they have not completed summative assessment for all criteria?**

Subject grades must be based on the levels achieved in all of the criteria for that particular subject. Where teachers are unable to provide sufficient summative tasks for each criterion, formative assessment can be used to arrive at an overall grade. The purpose of summative assessment is to support learning and also to contribute to the determination of an achievement level; this often happens at the end of a learning period such as the end of an MYP unit of work, a semester or a school year. As students are assessed continually in the MYP, teachers will need to ensure that they will be able to determine an achievement level for all

criteria, supported by evidence from assessments undertaken during a learning period. These assessments are often referred to as formative assessment.

**Does a school have to request monitoring of assessment before submitting samples for moderation?**

Schools are not required to request monitoring of assessment before submitting samples for moderation. However, it is often very useful for teachers to be provided with feedback on their assessment practices and their application of the criterion levels before moderation takes place: where moderation samples are incomplete or criteria applied inappropriately, moderation is impossible and students may be penalized. Requesting monitoring of assessment in one or several subjects the year before moderation provides reassuring feedback and gives teachers plenty of time to adjust to necessary changes.

Please consult section F4 of this handbook for further details on monitoring of assessment.

**Can courses that include more than one subject from a subject group be moderated?**

Where schools are teaching a course that includes more than one subject from a subject group (for example, sciences, humanities or technology), the IB will moderate samples showing the application of concepts and skills of the subject group. Please consult section F3.6 for further details.

**Where do my second-language learners fit in? Are they language A or language B?**

Where you place your students will largely depend on the language profile you create for students entering your school. The most important factors in determining placement will be students' proficiency in the language of instruction, whether the school is willing to allow the student to take the language of instruction as language B, access to a mother-tongue programme, and opportunities for study of other languages. Please note that a student's language B can be the same as the school's language of instruction.

For further information about languages of instruction please refer to the document *Learning in a language other than mother tongue in IB programmes* (2008).

**Reminder:** Students must select one of the following options if they are applying for MYP certification.

1. One language A and one language B
2. Two languages A
3. Two languages A and one language B
4. One language B and a language programme approved by the IB as a suitable replacement for a language A course. (Please refer to section D4.4 for further details on the mother-tongue language option and section D4 for information on languages in general.)

**Should the school include the learner profile in the reports to parents?**

IB World Schools offering the PYP, MYP and DP are expected to focus on monitoring student development of IB learner profile attributes. MYP schools are not required to comment or report on this development, although some programmes develop formal or informal progress reports. (Reporting grades or levels of student achievement for the IB learner profile is not appropriate.) Please refer to the *IB learner profile booklet* (2008) for further information regarding monitoring the learner profile.

**Do schools have to include the learner profile in their written curriculum?**

*Programme standards and practices* (2010) underscores the importance of the IB learner profile for the philosophy of the programmes and for teaching and learning in IB World Schools.

**A.4** The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

**C1.9** Collaborative planning and reflection addresses the IB learner profile attributes.

**C2.11** The written curriculum fosters development of the IB learner profile attributes.

**C3.16** Teaching and learning develops the IB learner profile attributes

Schools should reflect on the question found in the *IB learner profile booklet*: “To what extent do our philosophy, our school structures and systems, our curriculum and units of work enable students, and the adults who implement the programmes, to develop into the learner described in the profile?” The IB learner profile should not be a series of labels or boxes to be ticked, but rather a concise statement of aspirations and outcomes that should live through in MYP schools’ philosophies and curriculum documents.

## 12 Frequently asked questions related to IBIS

### How do schools/MYP coordinators access IBIS?

Coordinators should use the URL <https://ibis.ibo.org>.

Please contact [ibid@ibo.org](mailto:ibid@ibo.org) immediately if you experience problems with access to IBIS.

### Which school code should coordinators use?

School coordinators will no longer use the school code to log on to IBIS but will use their user ID, password and PIN.

### How do schools access students' results on IBIS?

Schools are able to access students' results by:

- going to **Candidate> Results**. A new window will open where a **Results** option will appear next to the students' names

or

- going to **Subject> Results**. A new window will open where selecting a particular subject will reveal a list of students' results in descending order for that subject.

### How do coordinators amend their details on IBIS?

IB World School coordinators can amend their details by going to **School**.

**To update address information, telephone number, email address,** and so on, go to **Programme options> Contact information**. Using the drop-down menu, choose the person whose details need amending (for example, "MYP coordinator"). The contact details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select **Submit** to submit the data. If changes affect all roles, then repeat this operation for all, as this will not automatically be done.

**To update the personal details** (for example, change the surname or title) of the MYP coordinator, head of school, emergency contact, and so on, go to **Programme options> Contact information**. Using the drop-down menu, choose the person whose details need amending (for example, "MYP coordinator") and then select **Edit**. The personal details already entered for this person will be displayed, which can then be amended. Amend the appropriate field(s) and select **Continue** to submit the data. Make further changes in the **Contact details** section if necessary, and then select **Submit**. Please **do not** select **Edit** to add a new contact person.

If the coordinator of the school has left before updating IBIS with the new coordinator details, it becomes the responsibility of the principal/head of school to submit a request to the IB assessment centre in Cardiff, on paper bearing the school's letterhead. This request should include the former coordinator's name and the new coordinator's name, email address, telephone number and date of birth.

**To add a new contact person** (for example, a new MYP coordinator), go to **Programme options> Contact information**. Using the drop-down menu, choose the relevant contact role. Select **Add** to add the person's personal details, complete each field, and select **Continue**. Make further changes in the **Contact details** section and then select **Submit**.



**Note:** When making changes to contact details, an email notification is sent directly to the IB assessment centre in Cardiff, where the details will be amended in IBIS within 48 hours. Schools interested in implementing the programme and candidate-status schools will need to contact their regional office to inform them of changes to the head of school, IB contact or coordinator.

**How do coordinators recommend teachers for moderation/curriculum reviews and so on through IBIS?**

This is done via IBIS by filling in the electronic *Teacher recommendation form*.

More frequently asked questions and further information can be found directly on IBIS (<https://ibis.ibo.org>).

## Forms for use in the MYP

The following table lists the forms that are available in this handbook. They are also available on IBIS in portable document format (PDF).

Form
<b>Moderation and monitoring of assessment</b>
<a href="#">F3.1 Moderation coversheet: Subjects (PDF)</a> <a href="#">F3.1 Moderation coversheet: Subjects (Word)</a>
<a href="#">F3.1 Moderation coversheet: Subjects (sample) (PDF)</a> <a href="#">F3.1 Moderation coversheet: Subjects (sample) (Word)</a>
<a href="#">F3.2 Moderation coversheet: Personal project (PDF)</a> <a href="#">F3.2 Moderation coversheet: Personal project (Word)</a>
<a href="#">F3.2 Moderation coversheet: Personal project (sample) (PDF)</a> <a href="#">F3.2 Moderation coversheet: Personal project (sample) (Word)</a>
<a href="#">Moderation checklist: Subjects (PDF)</a> <a href="#">Moderation checklist: Subjects (Word)</a>
<a href="#">Moderation checklist: Personal project (PDF)</a> <a href="#">Moderation checklist: Personal project (Word)</a>
<a href="#">F4.2 Monitoring of assessment coversheet: Subjects—Preparation for moderation (PDF)</a> <a href="#">F4.2 Monitoring of assessment coversheet: Subjects—Preparation for moderation (Word)</a>
<a href="#">F4.3 Monitoring of assessment coversheet: Personal project—Preparation for moderation (PDF)</a> <a href="#">F4.3 Monitoring of assessment coversheet: Personal project—Preparation for moderation (Word)</a>
<a href="#">F4.4 Monitoring of assessment task coversheet: Subjects—Evaluation visit/general advice or guidance (PDF)</a> <a href="#">F4.4 Monitoring of assessment task coversheet: Subjects—Evaluation visit/general advice or guidance (Word)</a>
<a href="#">F4.5 Monitoring of assessment task coversheet: Personal project—Evaluation visit/general advice or guidance (PDF)</a> <a href="#">F4.5 Monitoring of assessment task coversheet: Personal project—Evaluation visit/general advice or guidance (Word)</a>
<a href="#">Monitoring of assessment checklist—Evaluation visit/General advice or guidance: Subjects (PDF)</a> <a href="#">Monitoring of assessment checklist—Evaluation visit/General advice or guidance: Subjects (Word)</a>

<a href="#">Monitoring of assessment checklist—Evaluation visit/General advice or guidance: Personal project (PDF)</a> <a href="#">Monitoring of assessment checklist—Evaluation visit/General advice or guidance: Personal Project (Word)</a>
<a href="#">Monitoring of assessment checklist—Preparation for moderation: Subjects (PDF)</a> <a href="#">Monitoring of assessment checklist—Preparation for moderation: Subjects (Word)</a>
<a href="#">Monitoring of assessment checklist—Preparation for moderation: Personal project (PDF)</a> <a href="#">Monitoring of assessment checklist—Preparation for moderation: Personal project (Word)</a>
<a href="#">Student claim of exclusive copyright (PDF)</a> <a href="#">Student claim of exclusive copyright (Word)</a>
<a href="#">Reasonable adjustment for access to assessment (editable PDF)</a>